

LA

129

1A87

91+1 A

Atkinson 3.10.

Education in the
Philippine Islands.

Univ. of Mich.

GENERAL LIBRARY of the
UNIVERSITY OF MICHIGAN

—PRESENTED BY—

Pres Angell

m.d

LA

1291

A87



From Mrs. Angell

ADVANCE SHEETS.

UNITED STATES BUREAU OF EDUCATION.
CHAPTER FROM THE REPORT OF THE COMMISSIONER OF EDUCATION
FOR 1900-1901.

CHAPTER XXIX.

EDUCATION IN THE PHILIPPINE ISLANDS.

Atkinson Fael Washington.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1902.

CHAPTER XXIX.

THE PRESENT EDUCATIONAL MOVEMENT IN THE PHILIPPINE ISLANDS.

122828

[By Fred W. Atkinson, general superintendent of public instruction in the Philippines.]

Contents.—I. Introduction.—II. Military government.—III. Beginnings of the present work.—IV. The present organization.—V. Work done up to date under the present organization.—VI. Conditions of the problem.—VII. American teachers.—VIII. Filipino teachers.—IX. Filipino children.—X. Text-books and supplies; course of study.—XI. School finances.—XII. Night schools.—XIII. Vacation normal school.—XIV. Permanent normal school.—XV. Special schools: Normal, nautical, and trade schools of the Philippine Islands.—XVI. Special work.—XVII. Industrial education.—XVIII. School buildings.—XIX. Holidays, vacations, school sessions.—XX. Legislation: Necessary additional enactments.—XXI. Present plans for future development.—XXII. Education of Filipinos in the United States.—XXIII. Relation of educational work to that of other departments.—XXIV. Educational policy.—XXV. Educational outlook.

I.—INTRODUCTION.

Before the American occupation of the Philippine Islands there was a plan of education under the Spanish rule which, if carried out properly, would have been productive of substantial results in training the Filipinos.¹ The system included the establishment throughout the archipelago of schools for primary instruction, as ordered in the royal decree of December 20, 1863, and also the founding of higher schools for secondary instruction, special schools, normal institutions, and colleges. The growth of this system, however, was hardly a normal one, in which the primary and secondary schools were first thoroughly established and the higher institutions and colleges founded later to receive the graduates of the elementary schools; for as early as 1611, twenty-five years before the beginning of our oldest university—Harvard—the University of Santo Tomás was founded; and other colleges were likewise established long before there was even a plan for a general system of primary and secondary instruction. With these higher institutions in existence so much earlier than the great majority of lower schools—their necessary predecessors—satisfactory results were impossible. The natural, and indeed, the real tendency was to deny the masses even a good elementary education and to center efforts upon the few who were hurried to the college or university. The result of this policy has been that a few persons have stood out prominently as educated Filipinos, while the great mass of the people have either not been educated at all or only up to a certain point, namely, the acquisition of the mechanical processes of reading and writing. It is needless to say that these higher institutions did not have a standard equal to that of our colleges of to-day, yet they offered comparatively advanced courses which could have been pursued advantageously if the children in general could have secured the necessary preparation in primary and secondary schools.

The early work of the Jesuits in training the Filipinos was commendable, and along right lines in furnishing a common school education. It would have been productive of permanently good results if this order had not been supplanted by the local padres, under whose direction the common branches suffered through lack of attention.

¹For full information concerning early education in the Philippines see Vols. I and II of the Report of the First Philippine Commission, and also the Report of the United States Commissioner of Education for 1897-98, together with such histories in Philippine matters as Foreman's Historical Information, *passim*.

A system of education was established in the Philippines by the royal decree, mentioned above, under date December 20, 1863, which, in brief, provided for the establishment of a normal school in Manila for training teachers, and of separate primary schools for both males and females in the various towns. Instruction was to be free to those unable to pay. The schools were classified as:

- (1) Entrance (Entrada).
- (2) Promotion (Ascenso).
- (3) Second class finishing schools (Término de segunda clase).
- (4) First class finishing schools (Término de primera clase).

The subjects taught in the primary schools comprised:

(1) Christian doctrine and principles of morality and sacred history suitable for children.

(2) Reading.

(3) Writing.

(4) Practical instruction in Spanish, including grammar and orthography.

(5) Principles of arithmetic, comprising the four fundamental operations, common fractions, decimal fractions, and instruction in the metric system, with its equivalents in ordinary weights and measures.

(6) Instruction in general geography and Spanish history.

(7) Instruction in practical agriculture as applied to the products of the country.

(8) Rules of deportment.

(9) Vocal music.

Religious instruction was first in the thought of those who had the schools in charge. In fact in many districts such was the only instruction given, and this was imparted in the local native dialect. The following quotations taken from the first Philippine Commissioners' Report show how slightly this curriculum was followed by the native teachers:

Ability to read and write a little of the local native language was comparatively common. * * * Instruction in geography was extremely superficial. * * * The only history ever taught was that of Spain, and that under conventional censorship. The history of other nations was a closed book to the average Filipino. * * * Vocal music was not taught, and the institution in practical agriculture was a sorry farce. * * * Girls were not given instruction in geography, history, or agriculture, but in place of these subjects were supposed to receive instruction in impositions suitable to their sex.

The Spanish regulations provided that there should be one male and one female primary school-teacher for each 5,000 inhabitants. It is clearly shown in the Report of the Philippine Commission that even this inadequate provision was never carried out. "Taking the entire population at 8,000,000, we find that there is but one teacher to each 4,179 inhabitants." There were no schoolhouses, no modern furniture, and until the Americans came there were no good text-books. The schools were held in residences of the teachers or in buildings rented by the municipalities and used by the principals as dwellings. In some of the schools there were wooden benches and tables, but it was not at all unusual to find a school without any seats for the pupils.

Very little of the instruction in the schools outside a certain few towns was in Spanish, since the majority of the teachers did not understand this language.

→ Under the Spanish régime no adequate provision was made for the training of teachers; for, although included in this decree of 1863, the plan was not carried out. In the larger towns the four elementary arithmetical processes were attempted, and in a few towns the geography was used as a reading book. The → girls were taught embroidery and needlework. From the start the schools were entirely under the supervision of the religious orders, and there was no organized department of public instruction.

The little school instruction the average Filipino has had has not tended to broaden his intelligence, and has hardly developed independent thought and action. One could observe in the schools a tendency on the part of the pupils to give back like phonographs what they had heard or read and memorized without seeming to have thought for themselves. As a rule, they possess unusual mechanical skill, and they excel in writing and drawing. The Spaniards made very little use of this peculiar capacity.

When the Spaniards came here we have it on good authority that the Philippine Islanders could read and write their own languages. At the present time, after three hundred years, the mass of the people have been taught so mechanically that they can hardly do more than this. The Spanish minister for the colonies in a report made on December 5, 1870, points out that by the process of absorption by the religious orders education became concentrated in their hands. He says, "While every acknowledgment should be made of their services in earlier times, their narrow exclusively religious system of education and their imperviousness to modern or external ideas and influences, which every day become more and more evident, rendered secularization of instruction necessary."

It may be said here that in the average provincial school at first a kind of religious primer has been read in the native language, and later Christian doctrine has been taught. The text-books found in the schools were crude and embraced a considerable amount of religious instruction. The pupils were obliged tediously to learn by heart the exact words of the text-book. The teacher, with book in his hand, heard one pupil at a time; the others at the same time studied aloud, doing their best, it would seem, to drown out the voices of the teacher and the pupil reciting. The teacher asked only the questions that were written down in the book. To the visitor it would seem as if instruction, as carried on by the native teachers, was tediously mechanical, noisy, and hardly effective or economical. The teachers did not have fixed daily programmes, and so the school hours were not well distributed. On the average those who attended schools did so from their seventh to their tenth year. The teachers were classified according to the importance of the towns where they served. Compensation was so inadequate that the teacher's calling had come to be looked down upon. There were no courses for those engaged in teaching. As far as I am able to judge there was no professional enthusiasm. Appointments were governed too much by the terms of service of the teacher, while the quality of this service was not considered at all. It is asserted by practical parties that in 1897 there were in these islands 2,167 public schools. In judging the effectiveness of these schools it must be remembered that a school under the Spanish régime was a strictly sectarian ungraded school, with no prescribed courses and no definite standards for each year, under the charge of duly certified, but hardly professionally trained or progressive teachers, and housed in unsuitable and unsanitary buildings.

The act of 1863 provided for schools for girls, but this provision, together with others of the same act, never became a reality. Up to the year 1870, a significant fact in the history of education of any people, boys alone were considered; and not until then were definite steps taken toward educating girls.

In all this work there was lacking a centralized system; there was no body of information. Manila and Mindanao were subcenters, but independent of each other, and in no close connection with their respective fields.

Hence, under Spanish rule, the work of education lacked system, wanted completeness, and in great part lay dormant. A hopeful beginning in the right direction was taken under the Jesuitic rule, but, as has been said, it was short lived; all soon relapsed into the previous condition of incompleteness and insufficiency. And thus matters remained until the awakening and, indeed, renaissance, which, although late, promises to be complete.

Education to-day as a science, as we know, has received the greatest contributions from the Anglo-Saxon, Teutonic, Romance (except Spanish), and Slavic elements; and in the life of these different peoples there came an awakening at a certain crisis which was in the nature of a revolution in the field of education, and which resulted in renewed effort, additional vigor, broader interpretation, and new ideas. And the outcome of all this is the present system known to us. Such a renaissance took place early after the Angles and the Saxons combined; again, much later, when Germany became in a measure united after the peace of Westphalia; similarly, in the reconstruction period after our own civil war; and, again, after the Franco-Prussian struggle in 1870. This brief reference serves, perhaps, to illustrate my point: The history of education in any country, represented graphically, would show certain sudden departures from previous conditions, and these momentary changes would be found to coincide with events of great political import. Spain experienced such at various times, but, in my opinion, it remained for the Spanish-American war to bring about a thorough awakening to present needs and a new interest in matters educational in the Philippine Islands.

II.—MILITARY GOVERNMENT.

The transitional period from the old Spanish methods to the present American school system was that of the military government, under which educational matters received unexpectedly careful attention and experienced the first influences of the system working at the present time. Naturally these influences were weak and the Spanish system, particularly the text-books of that system, remained in large part. Yet the step from past to present methods can be traced in this interval of military rule; some American text-books were introduced and soldiers were detailed to teach in various towns. There originated a general conviction that English should be taught directly without the medium of Spanish and immediately; recommendations for trained teachers of English were made; the children, in fact, were given an introduction to the English language, and the people in part acquainted with the idea of American schools.

General Otis was very much interested in education, and it was his desire that the army officers open up as many schools as possible. He selected and ordered the text-books in use during this time. Several of the district commanders appointed officers to act as superintendents of schools. Among these were many chaplains. In a few instances these attempts at supervision of schools were successful. Capt. John G. Ballance, who had charge of schools in northern Luzon, worked with enthusiasm and intelligence. As a result 120 schools were opened and pretty well equipped with stationery and supplies. He found it a difficult matter to get teachers for English instruction, and soldiers were detailed for that purpose.

In the island of Cebu there was considerable activity in school matters, Colonel McClernand himself paying personal attention to the subject of education. The same fact was true in the island of Mindanao, General Kobbé giving a great deal of attention to the establishment of schools.

In general it may be said that education throughout the islands was in a chaotic condition. The schools that had been established were poor. There was no attempt at gradation of pupils, and the work, lacking proper supervision, was aimless. The reports on schools by the district commanders were incomplete, six out of the fifteen not making any report. According to these reports about 1,000 schools were in operation during the military rule. Where these schools were reopened the equipment was entirely inadequate, consisting ordinarily of old books used in Spanish times. Up to September 1, 1900, approximately \$41,000 were expended for stationery and text-books ordered by the military governor, most of which latter were in Spanish. A considerable portion of this amount was used in Manila alone. The following is a complete list of supplies furnished to the

schools through commanding officers, together with a statement of their distribution:

Books received from various sources.

	Ordered from United States.	Ordered, not received.	Received from United States.	Received from Spanish Government.	Total received.
Spanish Arithmetics				1,714	1,714
Charts, sets				240	240
Divino Pastor				17,320	17,320
Higiénica				8,140	8,140
Manual de infancia				7,485	7,485
Sistema Métrica				8,323	8,323
Multiplication charts				115	115
Arithmetic tables				7,000	7,000
Lecciones de Lenguaje	24,583	2,583	22,000		22,000
Leyte's English	2,000		2,000		2,000
Baldwin's First Reader	53,500		53,500		53,500
Baldwin's Second Reader	7,000	7,000			
Spanish Readers	5,500		5,500		5,500
United States History, Spanish	13,500		13,500		13,500
Wentworth's Spanish Arithmetic	15,000		15,000		15,000
Frye's Spanish Geography	13,500	10,000	3,500		8,500
Charts, Carnifex	500	500			
Charts, McGuffey's	500	500			
Chart primers	33,000	30,000			
Cuaderno de lectura				75,000	75,000
Catechisms				22,000	22,000
Manual de infancia				4,048	4,048

Supplies received from various sources.

	Ordered from United States.	Ordered, not received.	Received from United States.	Received from Spanish Government.	Total received.
Chalk				2,598	2,598
Ink powder				4,130	4,130
Pens				1,255	1,255
Penholders				24,985	24,985
Writing paper				3,807	3,807
Blank paper				2,000	2,000
Slates	24,000	17,520	6,480		6,480
Pencils, lead	57,600	48,384	9,216		9,216
Pencils, slate	60,000	20,000	40,000		40,000
Copy books	108,000	48,000	60,000		60,000
Tracing books	12,000	12,000			
Drawing books	60,000	60,000			
Drawing cards	12,000	12,000			
Blotting paper	50	50			
Erasers, blackboard	1,200	1,200			
Penholders	14,400	14,400			
Pens	72,000	72,000			
Liquid slating	60	60			
Ink	600	600			
Flags, storm	300	300			
Flag halyards	300	300			

Distribution of schoolbooks.

Departments.	North-ern Luzon.	South-ern Luzon.	Visayas.	Minda-nao and Jolo.	City of Manila.	Total.
Arithmetics, Spanish	3,481	441	55	400	2,523	6,900
Arithmetic tables	1,632	623	1,400	368		4,021
Charts, multiplication	36	8	20	7		71
Divino Pastor	7,561	1,903	2,760	1,052	1,670	14,946
Geographies, Spanish	316	134	288	45	2,000	2,783
Lecciones de Lenguaje	4,062	1,249	267	154	2,647	8,379
Métrica Sistema	2,237	781	1,600	650	84	5,302
Readers, English, First	8,821	1,951	7,197	1,142	4,142	23,257
Spanish Readers	519	453			3,635	4,637
Hygienes	2,043	298	300	300	63	2,994
Leyte's English	17	38		100	1,045	1,800
Cuaderno de Lectura	1,671	500				2,171

Distribution of school supplies.

Departments.	Northern Luzon.	Southern Luzon.	Visayas.	Mindanao and Jolo.	City of Manila.	Total.
Chalk.....boxes..	557	209	268	139	62	1,235
Copy books, American.....	9,349	980	7,492	1,080	4,000	22,897
Copy paper, Spanish.....packages..	998	451	158	1,081	73	2,761
Ink powder.....do.....	1,094	1,232	185	706	495	3,622
Paper, blank.....do.....	1,045	478	561	223	573	2,880
Pens.....gross..	538	206	71	83	267	1,225
Penholders.....	9,290	3,146	2,240	3,025	5,930	23,621
Pencils, lead.....	2,520	816	1,728	624	1,488	7,167
Pencils, slate.....	3,700	800	5,000	1,200	2,200	12,900
Slates.....	1,219	717	1,240	310	1,028	4,514
Flags, storm.....	97	36	80	36		249
Flag halyards.....	97	36	80	36		249

Includes part of those sent by Superintendent Anderson.

Outside of Manila very little was done in the way of English instruction. The commanding officers were unanimous in urging such, and in asking for English teachers, and frequently detailed soldiers for such work. To give one instance, Brigadier-General Young asked for 75 English teachers for the First district, Department of Northern Luzon. Similarly, other commanding officers saw the need for teachers, and asked that these be sent, as one of the chief aids in solving the problem on their hands. To use the words of General MacArthur in recommending that a large amount of money be expended for school purposes: "This appropriation is recommended primarily and exclusively as an adjunct to military operations calculated to pacify the people, and to procure and expedite the restoration of tranquillity throughout the archipelago." Many of the officers were early convinced of the superior value of the teacher to the soldier in certain parts of the field, and felt that the work of the latter was, although of course necessary, merely preliminary to that of the former. The natives were reported as eager to learn English, and the use of Spanish or the dialects was generally deprecated by officers reporting. They felt that teaching through the medium of Spanish was not only not a necessity but an impediment. Buildings of some sort were generally reported to be available but, except in a few cases, were said to be unsuitable. Throughout the islands the practice prevailed largely of allowing the principal and his family to live in the school building—a condition of affairs condemned by those reporting it. Often it was reported that the natives could do nothing for themselves, but yet in many cases they showed their willingness to provide schoolhouses. The salaries reported were low, but higher than those stated in the table in the report of the First Philippine Commission. Probably \$12 Mexican per month for women and \$20 Mexican per month for men would be a fair average. Books and stationery and English teachers had to be furnished by the Government. It was early evident that financial aid would have to be furnished to certain localities too poor to pay even the small salaries of the native teachers, until the land tax should become available.

The Manila schools were at first under the charge of Chaplain W. D. McKinnon, United States Army, who transferred his duties to Mr. George P. Anderson on June 1, 1899. Seven schools were organized about September 1, 1898. Spanish methods were continued, each school having one teacher in English. After June, 1899, there were 39 schools, with enrollment of 3,742. Besides public-school supervision the superintendent had oversight of the Ateneo and the high normal school, in both of which the instruction was by Jesuit priests; also, the girls' municipal school, under the direction of a religious sisterhood. All these institutions received allotments of insular funds.

The following statistics relate to the year ending June 30, 1900, for the city of Manila:

Filipino teachers.....	86
Jesuit professors.....	33
Dominican sisters.....	11
English teachers.....	24
Total.....	149

Daily attendance (average), 4,500.

Last year the city schools were increased in number, and the attendance was largely increased. A normal school was established, disconnected from religious supervision, and the Ateneo and Jesuits' normal school no longer received a subsidy from the insular treasury. By an act of the Philippine Commission, instruction in religion of any kind or creed was prohibited in public schools, and the removal of all religious emblems and pictures was required; but it was provided that priests and ministers could give instruction for one-half hour, outside official hours, three times a week, to those pupils who desired it.

The superintendent of city schools pointed out the very great lack of suitable buildings and urged that they be erected. Five night schools were established as an experiment, and were so successful that additional ones were organized shortly afterwards under the civil government. The school attendance during this period in the city of Manila reached 5,123.

Capt. Albert Todd, who was in temporary charge of public instruction under the military government, from whose report were obtained the salient facts of the educational situation under the American military rule, ends his report with the following recommendations:

- (1) That a comprehensive modern school system for the teaching of elementary English be inaugurated at the earliest possible moment, and that attendance be made compulsory wherever practicable.
- (2) That industrial schools for manual training be established as soon as fair knowledge of English has been acquired.
- (3) That all of the schools under government control be conducted in the English language so far as in any way practicable, and that the use of Spanish or the dialects be only for a period of transition.
- (4) That English teachers well trained in primary instruction be brought over from the United States in sufficient numbers to take charge of the schools of the larger towns at least.
- (5) That a well-equipped normal school be established for instructing natives to become teachers of English.
- (6) That in the larger towns, a portion, at least, of the schoolhouses be modern structures, plainly but well and properly equipped.
- (7) That the schools supported by the government be absolutely divorced from the church. If the natives desire schools in which religious instruction is to be given, that they furnish the entire support for the same from private sources, but attendance at these latter schools shall not excuse the children from attendance at the public schools where English is taught. In addition, the parochial church schools, if such are maintained, shall be required to be equal in character of general instruction to the public schools.

Some of the comments of individual officers reporting were helpful and suggestive. Gen. J. H. Smith, in command of the department of the Visayas, said:

Education in the islands, to my idea, ought to be free so far as cost is involved, and compulsory so far as attendance is concerned. Education, to be of any value in securing advancement of the Filipino race, must be brought within the reach of the laboring classes and the poor. In many of the towns of Negros, at the

request of the superintendent of public instruction, soldiers have been detailed as instructors in English. Some of them succeeded fairly well, but to make substantial advancement teachers of experience are required.

Col. E. Rice, in command of the island of Panay, has been much interested in education. He reported that 210 schools had been established. "There are 10,803 pupils in attendance, but the number of children of school age in these towns is over 24,361." This showed that education should be compulsory. It may be said in passing that considerably less than one-half of the children of school age in these islands were attending even the very unsatisfactory schools that existed at the time. Colonel Rice reported:

Apparently there are sufficient teachers of all subjects save that of English; that is, sufficient for the rudimentary education which up to this time has been deemed all-sufficient. A higher grade for teachers, however, should be required later on. * * * The people, save among a very limited few, have very little idea of what education consists, and no idea as to the adoption of the methods to obtain it. After their long experience with ways that are dark and devious, well-built and well-equipped schools will be a benison to them. Appropriation for schools is recommended in order to place them in certain places where conditions prevailing will not admit of schools being established by local authorities therein. * * * Model school buildings thoroughly equipped with books, pictures, maps, globes, etc., which have so long been denied them, will have an influence not securable by force of arms. The school buildings should be models, both in interior and exterior, the stamp of Americanism on each town.

First Lieutenant Hixon, of Balanga, made a wise recommendation:

That the schoolhouses, convents, churches, and other such buildings occupied partly or wholly by the military forces be vacated and turned over to the people for their proper use at the earliest practicable moment. Such action would go far toward restoring the people's confidence in the good intentions of the United States and counteracting the bad effects of rumors circulated by vicious persons with design to make it appear that our Government desires to deprive the Filipinos of their churches and schools.

Captain Echols made a decided contribution to the subject of the qualifications of teachers of English. He says:

To teach English to the natives a knowledge of Spanish or Tagalog is not necessary. I at one time had charge of 4,000 American Indians, with six Government boarding schools. Not a child could speak a word of English on entering the schools, and in three months from entrance these children could speak it fairly well, and this was accomplished by teachers utterly unfamiliar with any one of the numerous Indian dialects.

As to the need of education and the intelligence of the children, the following statement of First Lieut. Russell G. Langdon represented the opinion of the majority of officers:

It would seem that the problem of amalgamation of the natives of the islands as American citizens can best be solved by promptly and properly taking hold of the work of educating the young. After close observation of the children of this town and elsewhere around here, I am of the opinion that the children between the ages of 6 and 16 are very bright and apt at acquiring languages, even though their intellectual faculties may become comparatively inferior as they become adults.

III.—BEGINNINGS OF THE PRESENT WORK.

Immediately upon his arrival in the islands the general superintendent began a study of the educational situation in Manila and vicinity. By personal observation and consultation and correspondence with army officers, presidentes, and others in a position to know, he endeavored to learn the exact situation and the general opinion as to the educational policy to be pursued. As he met a great diversity of opinions, owing in many cases, he feels sure, to the different social conditions existing in the archipelago, and as he had formulated in his own mind the educational problems to be solved, he came to believe that on some matters

judgment must be suspended until he himself should make trips of inspection throughout the islands; and, furthermore, he learned to recognize a new force in the familiar axiom about going slowly.

On September 1, 1900, he assumed the duties of general superintendent of education and acted at the same time as superintendent of the Manila schools. During the early months in his present position he gave the larger part of his time to the schools of Manila, visiting them frequently and making a study of the Spanish methods then still in vogue.

Shortly after entering upon his present duties, under date of November 1, 1900, he submitted to the commission the following on the educational outlook at the time, with certain definite recommendations:

A modified American public school system.—A well directed system of education will prove one of the most forceful agencies for elevating the Philippines materially, socially, and morally, and preparing them for self-government. Every effort should be made to adapt public school provisions to the conditions existing in the different islands. According to American standards the ideal school is a non-sectarian graded school with a prescribed course and definite standards for each year under charge of trained teachers, and housed in suitable buildings, but modifications of this ideal must be made to bring the means of instruction within the reach of the entire child population. In the larger towns there must be six grades or classes. In some of the smaller towns schools will have to be organized under conditions which will preclude an immediate compliance with the standard to be set for the larger towns. It may be necessary in the sparsely settled portions of the country for teachers to journey from barrio to barrio, as is now done in Norway and Sweden. Common schools should be established everywhere, and, as a minimum standard, every child should be taught the reading and writing of the English language and arithmetic. It is to be hoped that at the same time many of the children will have acquired a good knowledge of the history of these islands, Spain, and the United States, a knowledge of geography, a fair acquaintance with nature, a training in hygiene and in the use of their hands. Educational practice is going to be greatly different from that common to American education. Those old time-honored lessons called "object lessons," which have been abolished altogether from the school course of many of our American towns, should be introduced into the Philippine schools, later to be superseded by a series of lessons known under various names, such as manual work, illustrated lessons, conversational lessons, constructive lessons, and kindergarten. Parallel with the text-books which tell about things should be the teaching from the things themselves. Work in nature study should be used to counteract the bookish tendency noticeable in the schools.

School organization.—The peculiar conditions existing here demand a centralized control of the public-school system. There should be careful State supervision of all public schools. Insular or provincial superintendents will be needed to assist the general superintendent. Town and city systems of superintendents will hardly be possible for some time. District superintendents, corresponding to our county system of supervisors, are needed at first. In the centralized system of school organization, which is best fitted for the archipelago, the general superintendent will find the district superintendency a most efficient channel in reaching the people of these islands and an opportunity for learning the needs of the various parts of the archipelago. The duties of these men would be to see that schools are established and proper buildings constructed, to regulate courses of study, to inspect schools regularly, to pass upon the qualifications of teachers, and to collect and transmit school statistics to the central school authorities. It is essential to the highest success of the school system that these assistant school superintendents shall be first-class men, and that they shall possess business ability as well as professional skill. Owing to the great diversity of conditions, deputy superintendents of skill, adaptability, and experience are needed. I have the honor to recommend that there be secured an assistant superintendent for each of the fifteen departments.

Local advisory boards.—The best way to insure the success of the schools throughout the archipelago is to enlist in every possible way the interest of local authorities. There should be a visiting and advisory committee appointed in every town, at present by the commanding officer and later by the provincial superintendent of public instruction, after consulting the municipal authorities. This visiting and advisory board should be charged with the duty of the general

supervision of the schools and the obligation of reporting monthly to the department superintendent their condition and the attendance of the pupils. It should advise the central authority as to the location of schools. Of course, at first local control may be impossible in some places, in others it may be highly developed. This, at least, is true—local effort should be stimulated.

Language basis of instruction.—It is hardly practicable to make native languages the basis of education, for it would necessitate the setting of a large corps of translators at work, putting not merely school primers but large numbers of books of every sort into all of the principal dialects. Most of the commanding officers in their reports state that "no instruction in native dialects is advisable," and also that there is no need of perpetuating the Spanish, for only a small proportion of the native population understands much Spanish. English is desired by the natives, and undoubtedly it should be the language basis of public-school work, but it should be introduced gradually, and no active steps should be made to exterminate any dialect. It is desirable that teachers sent out into the provinces should learn the dialects of the people with whom they are associated. The text-books which are now in stock have been selected largely on the principle that what is suitable for Manila is all right for other portions of the archipelago. Spanish editions of Wentworth's Arithmetic, Barnes' History of the United States, and Fry's Geography have been ordered in large quantities. These text-books in Spanish, which were ordered by the Military Department of Education, and are now being distributed to the schools, are unsuitable, as they tend to perpetuate the Spanish language and to delay the introduction of English as a basis of instruction. This supply is rapidly being exhausted, and I have the honor to recommend that very soon English arithmetics, histories, and geographies be ordered. It may be that some Spanish will have to be used at first, but there seems no good reason why it should be made the basis of instruction. It will be found, I believe, as time goes on that the best plan is to introduce gradually the English language all over the islands, and at the same time, so as to keep alive a proper sentiment, side by side with it, introduce as much as possible of our own literature into the native languages. If English is to be taught, a large corps of teachers is needed. Soldiers have been detailed, but some of the officers write that they have no competent soldiers to detail. I have the honor to recommend that some general law be made providing for English instruction throughout the islands. Manila should not receive the lion's share of the general appropriation. It should be possible for the general superintendent of education to furnish English instructors upon the requisition of any commanding officer.

Compulsory education.—Primary instruction should be obligatory for all children between the ages of 6 and 12 years. Parents who fail to conform should be compelled to do so by fines. This will be hard to carry out for some time yet, but in the larger cities great effort should be made to enforce such attendance laws. It will always be extremely difficult in some places, owing to the sparse and isolated population.

Religious instruction.—I have already had the honor to submit to the Commission, in a letter dated August 30, 1900, a consideration of the subject of religious instruction. In this letter I recommended that the schools supported on public funds should be nonsectarian.

Support of schools.—In the main the schools of a community should be supported by local taxation. Where this is not possible at first, appropriations should be made from the general treasury. For some time text-books, stationery, and teachers of English should be furnished to all of the municipalities. Financial aid should be in proportion to the number of pupils and their average attendance. In furnishing means of instruction the more prominent towns should be considered first, and the benefits extended as experience is gained where supervision can be exercised. The ultimate aim should be that each village shall support its own schools. The general government will always have to contribute to the maintenance of schools in localities where public sentiment and the poverty of the people would prevent their establishment under other conditions, and in localities that are frequently impoverished by the fact that their wealth flows into larger population centers to support nonresident proprietors. I believe decidedly that local taxation is necessary to maintain a proper public sentiment in the schools. I believe also that 25 per cent of the entire local taxation of the municipality should be devoted to public instruction. The procedure of our own States may be of interest. New Jersey raises a State tax for education amounting to \$5 per head for each person in the State between 5 and 18 years; Pennsylvania, through its legislature, must raise at least \$1,000,000, but it actually appropriates \$5,500,000; Indiana raises 11 cents, and Kentucky 22 cents on each \$100 of taxable property, and Michigan 10 cents.

School equipment.—I have already made recommendations concerning the need and wisdom of providing modern school buildings. There is great need also of school desks and school apparatus. At present, very little supervision of pupils' work is possible. The teacher can not pass behind the seats and see the pupils' work. Manual training in an elementary way should be introduced into the lowest grades; some of the so-called kindergarten methods are suitable for the children here, but no manual occupations can be carried on with the present school furniture. The economy of the teacher's time is one of the chief advantages of modern seats and desks. From the standpoint of health alone, provision in each school-room should be made for a desk and a suitable seat. At present, the little ones have to sit on benches without backs, and write on narrow desks. Such attitudes as they must assume are injurious to their healthy physical development, and lead to incorrect positions of the body, head, hand, and eye. To furnish a concrete instance of what the American graded school is, model school furniture should be purchased and model methods of teaching and school discipline, with the strict following of the programmes and systematic gradation of pupils, introduced.

Normal schools.—Here in Manila at the beginning of the next school year a normal school, founded upon the American plan, should be opened. Connected with this institution there should be an elementary school. This elementary school should serve as a practice school for the more advanced normal students, and in its material equipment and its teaching force it should be a model school. It should be possible for the students to enter this normal school from the provinces as well as from Manila. It may be necessary to arrange for a preparatory department where instruction in English may be given. Later, at some four or five strategic educational points, other normal schools will be needed. Possibly certain cities, in order to secure one, will donate some part of the cost of establishment.

Military school.—There is now a flourishing nautical school. In time military schools should be established.

Agricultural school.—That the Filipinos may be taught those things for which they have a capacity, i. e., industrial and mechanical pursuits, there should be established throughout the Philippine Islands schools of agriculture. It will be necessary to send to our agricultural colleges for instructors. These must be men who will study the agricultural conditions here, and teach practically the best means of cultivating and improving the products peculiar to this archipelago. These instructors should follow the plan of work of Hampton and Tuskegee. Especially should it be possible for students to pay their way through.

Trade schools.—Besides the schools of agriculture, there should be trade and commercial schools. Blacksmithing, tinsmithing, carpentering, cabinetmaking, painting, etc., should all be taught. In these establishments practical work should be done, and at the same time opportunity should be furnished the students to support themselves by their work. Work could be taken in from outside and done under competent supervision. Native and Japanese teachers could probably be found among the workmen now engaged at the depot quartermaster's to assist in this work. Americans would be needed as heads of these schools.

Destitute and criminal children.—Eventually orphanages, reform schools, schools for the deaf and dumb and blind, supported by public funds, should be established.

Examinations for teachers.—A form of examination for teachers will be introduced as soon as the schools are established on a firm basis. That many of the native teachers are not qualified to teach can hardly be doubted, but every one should be allowed to demonstrate his ability in the schoolroom itself, his removal being an important matter.

Certain principles have been touched upon in outlining the educational system for the Philippine Islands. They are:

First. The system should be a centralized one. There should be a general superintendent of education and as many assistant superintendents as there are departments.

Second. There should be a system of local advisory boards.

Third. Text-books, charts, maps and globes, stationery, and English teachers should be furnished to municipalities by the general government.

Fourth. As far as possible, the school buildings and native teachers should be supported by local taxation. For a time, some system of financial aid by the government should be inaugurated in the districts.

Fifth. All schools supported by public funds should be free and nonsectarian.

Sixth. Emphasis must be placed upon the elementary education of the masses.

Seventh. The education must be of a practical utilitarian character. What is attempted in the way of instruction must be done thoroughly, and the aim must

be in part to see that children acquire in school considerable skill in using their hands and their heads in earning a livelihood.

Eighth. Normal, agricultural, commercial, technical, and special schools must receive early attention.

Ninth. Native teachers must be paid more, and in every way possible teaching must be made a desirable calling. Native teachers in office must be taught a broader and more thorough conception of education. To this end teachers' courses, books, etc., must be provided. Teachers must be examined, certified, and classified.

Tenth. Modern school buildings must be constructed and equipped with modern school furniture and modern school apparatus. The immediate needs are:

1. Text-books in English.
2. Teachers in English.
3. Assistant superintendents.
4. School buildings.
5. Some temporary system of financial aid.

6. One normal school, one agricultural school, one manual-training school, one commercial school, each to serve as a pattern for other schools to be established later.

In conclusion, the present educational system needs to be modernized and secularized. There should be a gradual extension of a modified American school system throughout the whole archipelago. We should not be content until the entire archipelago is provided with an efficient system of public schools, organized as far as possible on the American plan and conducted in accordance with American methods.

Immediately after making these recommendations he was directed by the Commission to submit them in the form of a bill, and accordingly drafted the following:

AN ACT establishing a system of education in the Philippine Islands and appropriating one million five hundred and sixty thousand dollars (\$1,560,000), in the money of the United States, for the maintenance thereof in the year 1901.

SECTION 1. The general superintendent of education shall exercise a general supervision over all schools and a more special direction over schools supported by public funds.

SEC. 2. District superintendents shall be appointed to assist the general superintendent of education.

SEC. 3. The general superintendent of education is hereby given authority to appoint, subject to the approval of the military governor, the said district superintendents authorized in section 2 of this act, one for each of the eighteen existing military districts of the archipelago where supervision is practicable.

SEC. 4. A district superintendent of schools shall receive an annual salary of not less than two thousand dollars (\$2,000) and not more than two thousand and five hundred dollars (\$2,500) and his necessary traveling expenses while in the discharge of his official duties. The exact salary of the various district superintendents shall be fixed by the general superintendent of education in accordance with the importance of their respective districts, subject to the limitations hereinbefore specified.

SEC. 5. The sum of forty thousand dollars (\$40,000), in the money of the United States, is hereby appropriated to pay the salaries of the district superintendents for the year 1901.

SEC. 6. In the establishment of civil government in the municipalities of these islands provision shall be made in each case for a local advisory school board.

SEC. 7. The presidente shall be ex officio a member and chairman of said school board, which shall consist of the presidente and not less than four and not more than eight members. The district superintendent shall appoint for a term of two years all the other members of said school board, and prior to appointment of any district superintendent, or in event of a vacancy in the office thereof, the duty of the appointment of the aforesaid member of said board shall devolve upon the district commander, or such other officer as he may detail for this duty. On the occasion of their first appointment the term of office of one-half the members of said board shall be one year.

SEC. 8. The members of said school board may be removed at any time by the district superintendent, subject to the approval of the district commander and the general superintendent of education.

SEC. 9. It shall be the duty of said school board to visit from time to time all schools supported by the municipality; to report bimonthly to the general superintendent of education their condition and the attendance of the pupils; to distribute to the schools text-books and other supplies; to decide and make suggestions

concerning such matters as may be referred to it by the department of education, and to do all in its power to advance the interests of education in the municipality to which it belongs.

SEC. 10. The English language shall be made, gradually, the basis of all public-school instruction. To this end provision shall be made by law for English instruction in all schools supported by public funds.

SEC. 11. As far as practicable, soldiers shall be detailed as instructors of English until such time as they may be replaced by trained teachers.

SEC. 12. Authority is hereby given to the general superintendent of education to secure three hundred (300) trained teachers from the United States, at monthly salaries of not less than seventy-five dollars (\$75) nor more than one hundred dollars (\$100), in the money of the United States, the exact salary of each individual teacher to be fixed by the general superintendent of education in accordance with the importance of the position held, subject to the limitations hereinbefore specified. The necessary traveling expenses of said teachers from their homes to Manila shall be paid by the Government.

SEC. 13. The sum of three hundred thousand dollars (\$300,000), in the money of the United States, is hereby appropriated to cover the cost of English instruction, outside of Manila, for the year 1901.

SEC. 14. The sum of one hundred thousand dollars (\$100,000), in the money of the United States, is hereby appropriated for the purchase of English text-books and other school supplies, to cover the period from January 1 to July 1, 1901.

SEC. 15. In the establishment of civil government in the municipalities provision shall be made for the enactment and enforcement of school-attendance regulations.

SEC. 16. Beginning with January 1, 1901, the following shall become a law for the city of Manila:

All boys and girls between the ages of six and twelve years, inclusive, must attend school, either public or private, during the official school year. Parents or guardians failing to send their children to school in compliance with this section will be liable to a fine of not less than two dollars (\$2) Mexican, and not more than five dollars (\$5) Mexican.

SEC. 17. The subjects for study for the elementary schools may embrace reading, language, writing, arithmetic, geography, history, hygiene, gymnastics, music, drawing, sewing, and nature studies.

SEC. 18. No religious denomination shall have the right to teach its particular faith in schools partly or wholly supported by public funds.

SEC. 19. A system of financial aid by the government shall be established for the maintenance of schools in municipalities where there is satisfactory evidence that their poverty would otherwise prevent the establishment of schools.

SEC. 20. Application for the aid authorized in the next preceding section of this act must be made through military channels. The following data, based upon the personal inspection of some army officer, shall be furnished:

Estimated population of the municipality; estimated children of school age, viz, six to twelve years, inclusive; number enrolled at time of inspection; average attendance at time of inspection; itemized account of expenses, to include salaries of teachers, rents, and other incidental expenses; amount of internal revenue paid into the general treasury; amount raised by general subscription for educational purposes.

SEC. 21. The sum of fifty thousand dollars (\$50,000), in the money of the United States, is hereby appropriated for the year 1901 and assigned to the department of education for allotment, subject to the approval of the military governor, to towns shown to be in need of aid, with the proviso that it shall be used solely for the salaries of native teachers.

SEC. 22. The sum of five hundred thousand dollars (\$500,000), in the money of the United States, is hereby appropriated for the year 1901, to be expended, subject to the approval of the military governor, in the construction of school buildings.

SEC. 23. The sum of five hundred thousand dollars (\$500,000), in the money of the United States, is hereby appropriated for the year 1901, to be expended, subject to the approval of the military governor, in the purchase of school furniture.

SEC. 24. Provision shall be made for the training of young persons among the native population who desire to become teachers.

SEC. 25. Pursuant to the provision of the next preceding section of this act a normal school shall be established in Manila and as soon as practicable, one at some central point in the archipelago and another in one of the southern islands thereof.

SEC. 26. The sum of twenty-five thousand dollars (\$25,000), in the money of the

United States, is hereby appropriated for the expenses of the normal school to be established in Manila for the year 1901. The sum of fifteen thousand dollars (\$15,000), in the money of the United States, for each of the other two normal schools to be established in the archipelago is hereby appropriated for the year 1901.

SEC. 27. Provision shall be made by law for the establishment of agricultural schools in these islands.

SEC. 28. Pursuant to the provision of the next preceding section of this act an army officer shall be detailed to look carefully into the agricultural conditions now existing in these islands and report thereon with a view to the founding of several agricultural schools where they are most needed. The officer so detailed shall, during the performance of such duty, be reimbursed for his necessary traveling expenses from the public civil fund.

SEC. 29. Provision shall be made by law for the establishment of trade and manual-training schools in these islands.

SEC. 30. Pursuant to the provision of the next preceding section of this act a trade and manual-training school shall be established in Manila in the year 1901, and as soon as practicable trade schools shall be opened in the larger towns of these islands.

SEC. 31. The sum of fifteen thousand dollars (\$15,000), in the money of the United States, is hereby appropriated for the establishment of a trade school in Manila and the payment of its expenses for the year 1901.

SEC. 32. All sums appropriated in this act shall be expended by the general superintendent of education under direction of the United States military governor in the Philippine Islands.

SEC. 33. The insular treasurer is hereby authorized and directed to pay the warrants of the military governor for the sums so appropriated.

SEC. 34. This act shall take effect January 1, 1901.

After discussion of this draft some modifications were made, and as a result the educational bill, known as act 74, was enacted by the Commission and became a law January 21, 1901. The bill is as follows:

SECTION 1. A department of public instruction for the Philippine Islands is hereby established, the central office of which shall be in the city of Manila. All primary instruction in the schools established or maintained under this act shall be free.

SEC. 2. All schools heretofore established in the Philippine Islands, under the auspices of the military government, are hereby declared to be in the department of public instruction established by section one, and are made subject to the control of the officers of this department.

SEC. 3. The chief officer of this department shall be denominated the general superintendent of public instruction, and shall be appointed by the Commission. His annual salary shall be six thousand dollars (\$6,000). He shall have the following powers and duties, to be exercised and discharged under the general supervision of the military governor:

(a) He shall establish schools in every pueblo in the archipelago where practicable, and shall reorganize those already established where such reorganization is necessary.

(b) He shall appoint, in accordance with act No. 25, enacted October 17, 1900, a city superintendent of schools for Manila, and division superintendents of schools for other parts of the archipelago, and the teachers and clerks authorized by law, and shall prescribe the duties of such teachers and clerks.

(c) He shall fix the salaries of the division superintendents and teachers within the limits established by law.

(d) He shall fix a curriculum for primary, secondary, and other public schools, and shall decide in what towns secondary schools shall be established.

(e) He shall divide the archipelago into school divisions, not more than ten (10) in number, and shall fix the boundaries thereof, with power to change the same when necessary; but the city of Manila and its barrios shall constitute one of such school divisions.

(f) He shall prescribe the authority to be exercised by the principal teacher of each school over the other teachers, if any, and his duties in caring for the schoolhouse and school property.

(g) He shall prescribe plans for the construction of schoolhouses to be built by the municipalities, the amount of land in each case, the rules of hygiene which shall be observed in connection with the schools of the archipelago.

(h) He shall make contracts for the purchase of school supplies authorized by law, and, whenever practicable, he shall invite bids by public advertisement and shall award the contract to the lowest responsible bidder.

(i) He shall have power to determine the towns in which English teachers, to be paid out of the insular treasury, shall teach. He may exercise this discretion in favor of those towns showing their loyalty to the United States by their peaceful condition, and in favor of those towns which shall construct and maintain suitable schoolhouses by local taxation or contributions.

(j) In case of a vacancy in the office of a division superintendent or that of the superintendent for Manila he shall discharge all the duties of such position during the vacancy or may make a temporary appointment to fill the same.

(k) He shall examine and pass upon all requisitions made for funds by division superintendents and forward them, with his recommendation, to the chief executive for submission to the Commission.

(l) On or before January first and July first of each year he shall make a report of his administration for the previous six months to the military governor and to the Commission and such special reports as may from time to time be called for by either. In the regular semiannual reports it shall be the duty of the superintendent to recommend changes in the school law which he deems expedient.

(m) He shall exercise general supervision over the entire department, and shall prepare and promulgate rules for the examination and determination of the qualifications of applicants for positions of division superintendents and teachers and for the guidance of the officers and teachers of the department adapted to carry out this law and not inconsistent with its provisions.

SEC. 4. There shall be a superior advisory board of education, composed of the general superintendent and four members to be appointed by the Commission. It shall be the duty of the board to hold regular meetings once in two months, on a day to be fixed by resolution of the board, and such special meetings as shall be called by the general superintendent. The general superintendent shall act as president of the board. The chief clerk of the general superintendent shall act as secretary of the board and keep minutes of its proceedings. It shall be the duty of the board to assist the general superintendent by advice and information concerning the educational needs and conditions of the islands; to make such investigations as the general superintendent may desire, and to make recommendations to the Commission from time to time as to needed amendments to the law. Each of the four members of the board, appointed by virtue of this section, shall receive as compensation ten dollars for each regular or special meeting which he shall attend. Any member of the board who is a nonresident of Manila shall be paid his actual and necessary expenses for travel from his residence to Manila and his return and hotel expenses. Requisitions for the amount required to pay such compensation and expenses shall be made by the general superintendent. The terms of office of the members of such board appointed under this section shall be for three years, or until their successors are appointed and qualified.

SEC. 5. There shall be a city superintendent of schools in the city of Manila, who shall receive an annual salary of three thousand dollars (\$3,000).

SEC. 6. In each school division established by the general superintendent of public instruction there shall be a division superintendent, who shall receive an annual salary of not less than two thousand dollars (\$2,000) and not more than twenty-five hundred dollars (\$2,500).

SEC. 7. The actual expenses of the general superintendent and the division superintendents while traveling or absent from their usual places of residence on official business shall be paid out of the insular treasury.

SEC. 8. Except where otherwise provided, provisions of this act describing the duties and powers of division superintendents shall apply to the city superintendent for Manila.

SEC. 9. Each division superintendent shall, subject to rules prescribed by the general superintendent, under section 3 (m), appoint the native school-teachers to serve in the schools within his district and shall fix their salaries from year to year within the limits prescribed by law. He shall examine the schoolhouses occupied for public instruction within his division with a view to determining their suitability and hygienic condition. Should the schoolhouse in which any school is conducted appear to the division superintendent to be unsuitable and dangerous for the health of the children, and should no other schoolhouse be available, he shall have power, subject to the approval of the general superintendent, to discontinue such school, and it shall be unlawful thereafter to use the schoolhouse thus condemned for public-school purposes. He shall pass upon and accept or reject or modify the plans for any new schoolhouse proposed by the local authorities to be erected, and for the proposed site thereof, and shall make report of his action thereon to the general superintendent of public instruction. If the local authorities or the local school board shall be dissatisfied with the decision of the division superintendent as to the suitability of the plans or

site of the proposed schoolhouse, they may appeal to the general superintendent, whose decision shall be final. He shall make careful investigations into the agricultural conditions existing in his division and shall make reports thereon to the general superintendent of public instruction, with a view to aiding the general superintendent in making recommendations as to the places and number of the agricultural schools hereafter to be established. He shall see to it by personal visits and by requiring reports from the principal teachers of each school that the curriculum for primary and secondary schools prescribed by the general superintendent of public instruction is complied with. He shall make himself familiar with the supplies and text-books needed in each school in his division, and shall make a report of the same at as early a date as possible in order that they may be contracted for and furnished by the general superintendent. He shall appoint one-half of the local school board in each pueblo in his division, as provided in section 10. He shall have and maintain his residence and an office in one of the large towns in his division from which all the pueblos in his district can be most conveniently reached.

SEC. 10. There shall be established in each municipality organized under any general order of the military governor or under such municipal code as may be hereafter enacted, a local school board consisting of four or six members, as the division superintendent may determine, in addition to the presidente or alcalde of the municipality, who shall be a member ex officio. One-half of the members, except the member ex officio, shall be elected by the municipal council, and the remaining half shall be appointed by the division superintendent, and the term of office of all members, holding by appointment or election, shall be two years and until their successors shall have been duly elected and appointed.

SEC. 11. The appointed or elected members of the local school board may, after due notice and hearing, be removed at any time by the division superintendent, subject to the approval of the general superintendent of public instruction, who shall have power to suspend such members temporarily.

SEC. 12. It shall be the power and duty of the local school board:

(a) To visit from time to time the schools of the pueblo, and to report bimonthly to the division superintendent their condition and the attendance of pupils;

(b) To recommend sites and plans to the municipal council for schoolhouses to be erected;

(c) Where there are two or more schools in the pueblo, to adopt rules, subject to the supervision of the division superintendent, for assigning the pupils of the pueblo to the several schools;

(d) To report annually to the municipal council the amount of money which should be raised for the current year by local taxation for school purposes;

(e) To report, whenever it shall deem necessary, directly to the general superintendent, as to the condition of the schools of the pueblo, and to make suggestions in respect thereto as may seem to it expedient.

SEC. 13. Every pueblo shall constitute a school district, and it shall be the duty of the municipal council thereof to make as ample provision as possible by local taxation for the support of all the schools established within its jurisdiction. In exceptional cases, where the topography of the country or the difficulty of communication between parts of the same pueblo require it, the division superintendent may attach a part of one pueblo to the school district of another, and shall, in such case, fix the amount which it will be just for the municipal council of the former to contribute to the annual school expense of the latter.

SEC. 14. The English language shall, as soon as practicable, be made the basis of all public school instruction, and soldiers may be detailed as instructors until such time as they may be replaced by trained teachers.

SEC. 15. Authority is hereby given to the general superintendent of public instruction to obtain from the United States one thousand trained teachers, at monthly salaries of not less than seventy-five dollars (\$75) and not more than one hundred and twenty-five dollars (\$125), the exact salary of each teacher to be fixed by the general superintendent of public instruction in accordance with the efficiency of the teacher in question and the importance of the position held. The necessary traveling expenses of such teachers from their places of residence to Manila shall be paid by the Government.

SEC. 16. No teacher or other person shall teach or criticise the doctrines of any church, religious sect, or denomination, or shall attempt to influence the pupils for or against any church or religious sect in any public school established under this act. If any teacher shall intentionally violate this section he or she shall, after due hearing, be dismissed from the public service.

Provided, however, That it shall be lawful for the priest or minister of any church established in the pueblo where a public school is situated, either in per-

son or by a designated teacher of religion, to teach religion for one-half an hour three times a week in the school building to those public-school pupils whose parents or guardians desire it and express their desire therefor in writing filed with the principal teacher of the school, to be forwarded to the division superintendent, who shall fix the hours and rooms for such teaching. But no public-school teacher shall either conduct religious exercises or teach religion or act as a designated religious teacher in the school building under the foregoing authority, and no pupil shall be required by any public-school teacher to attend and receive the religious instruction herein permitted. Should the opportunity thus given to teach religion be used by the priest, minister, or religious teacher for the purpose of arousing disloyalty to the United States, or of discouraging the attendance of pupils at such public school, or of creating a disturbance of public order, or of interfering with the discipline of the school, the division superintendent, subject to the approval of the general superintendent of public instruction, may, after due investigation and hearing, forbid such offending priest, minister, or religious teacher from entering the public school building thereafter.

SEC. 17. There shall be established and maintained in the city of Manila a normal school for the education of natives of the islands in the science of teaching. The rules and plan for the organization and conduct of such school, and the qualifications of pupils entering the same, shall be determined by the general superintendent of public instruction.

SEC. 18. There shall be established and maintained in the city of Manila a trade school for the instruction of natives of the islands in the useful trades. The powers and duties of the general superintendent in respect to this school shall be the same as those provided in the section in respect to the normal school.

SEC. 19. There shall be established and maintained a school of agriculture in the island of Negros. The superior advisory school board shall recommend to the Commission for final determination a proper site for such school. The powers and duties of the general superintendent in respect to this school shall be the same as those provided in the section concerning the normal school.

SEC. 20. The general superintendent of public instruction is authorized and directed, under the supervision of the military governor, to procure the making of plans and estimates for the creation of such school buildings as he may deem necessary and practicable at the present time, including a building or buildings for the normal school in Manila, and a building or buildings for the trade school directed to be established in sections 17 and 18 hereof. The estimated cost of such buildings and their proper equipment shall not exceed four hundred thousand dollars (\$400,000). Such plans and estimates shall be submitted to the Commission.

SEC. 21. The general superintendent of public instruction is directed to prepare and submit to the Commission, through the military governor, a statement showing the text-books and other supplies which will be needed for the year 1901, the estimated cost of which shall not exceed two hundred and twenty thousand dollars (\$220,000).

SEC. 22. The sum of twenty-five thousand dollars (\$25,000), or so much thereof as may be necessary, is hereby appropriated out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the normal school in Manila for the year 1901.

SEC. 23. The sum of fifteen thousand dollars (\$15,000), or so much thereof as may be necessary, is hereby appropriated, out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the trade school in Manila for the year 1901.

SEC. 24. The sum of fifteen thousand dollars (\$15,000) or so much thereof as may be necessary, is hereby appropriated, out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the School of Agriculture for the year 1901.

SEC. 25. Nothing in this act shall be construed to forbid, impede, or obstruct the establishment and maintenance of private schools.

SEC. 26. Whenever sums of money are mentioned in this act they shall be understood to be money of the United States.

SEC. 27. This act shall take effect on its passage.

Enacted January 21, 1901.

Meanwhile the general superintendent was engaged in gathering information as to the educational needs of the archipelago by means of a system of reports from the various departmental and district commanders, and in the enlargement of the work already begun by the military authorities. During this time, also, a voluminous correspondence was carried on with teachers and school officials in

the United States, for the purpose of securing data for the appointment of a large number of teachers for work here, and with publishers and stationers, with a view to purchasing text-books and supplies at the most advantageous prices.

Immediately upon the passage of act 74, and in accordance with its provisions, an estimate was submitted to the Commission through the military governor, under date of February 7, 1901, to the amount of \$162,666.75 in money of the United States, for the purchase of text-books and school stationery and supplies. This amount was promptly appropriated by the Commission, and immediately, on a basis of competition invited from all available sources, purchases were made, and at a very favorable figure, especially in the case of text-books, which were secured on more liberal terms than could be secured in any of the States.

This purchase of supplies, aside from those secured by military authorities, was as follows:

TEXT-BOOKS.

50,000 Baldwin's Primer	\$9,000.00
10,000 Baldwin's First Reader	1,500.00
25,000 Baldwin's Second Reader	5,250.00
10,000 Baldwin's Third Reader	2,400.00
25,000 Webster's Primary School Dictionary	5,200.00
3,000 Webster's Academic School Dictionary	2,700.00
10,000 New Education Reader, Book I	1,800.00
10,000 Carpenter's Geographical Reader (Asia)	3,600.00
10,000 Guyot's Geographical Reader (North America)	3,600.00
10,000 Fifty Famous Stories Retold (E. S. R.)	2,100.00
10,000 Big People and Little People of Other Lands	1,800.00
10,000 Lecciones de Lenguaje	2,400.00
25,000 Wentworth's Elementary Arithmetic	4,500.00
25,000 Fry's Elementary Geography	9,750.00
25,000 Montgomery's Beginners' United States History	9,000.00
5,000 Myer's General History	4,500.00
10,000 Little Nature Studies, Book I	1,500.00
10,000 Mother Tongue, Book I	2,250.00
10,000 Mother Tongue, Book II	2,500.00
10,000 Thought Reader, Book I	2,000.00
10,000 Bass' Beginners' Reader	1,500.00
1,000 Spanish Grammar, Edgren	480.00
500 Knapp's Spanish Grammar	500.00
10,000 Heart of Oak Series, Book II	2,400.00
10,000 Heart of Oak Series, Book III	3,000.00
500 Waymarks for Teachers	375.00
500 Guías para Maestros	450.00
500 Teachers' Manual	750.00
10,000 First Steps in English	2,280.00
10,000 First Steps in Arithmetic	2,160.00
10,000 Health Chats with Young Readers	3,600.00
10,000 Robinson Crusoe for Youngest Readers	2,400.00
10,000 Nature Studies for Youngest Readers	2,400.00
10,000 The Young American	3,600.00
10,000 Introductory Geography, Tarbell	3,600.00
10,000 Friends' Helpers	3,600.00
2,000 Spanish-English Dictionary	3,000.00
1,000 Carnifex Charts, with stands	5,500.00
10,000 Music books	5,000.00
10,000 Dozen copy books	4,500.00
Total	128,445.00

SCHOOL STATIONERY AND SUPPLIES.

15,000 gross chalk.....	\$975.00
500 gross penholders.....	750.00
500 gross penholders.....	675.00
500 gross lead pencils.....	625.00
500 gross lead pencils.....	550.00
3,000 gross steel pens.....	870.00
500 dozen pints ink.....	950.00
12,000 slates.....	600.00
36,000 slates.....	1,575.00
25,000 slate pencils.....	83.75
75,000 slate pencils.....	75.00
25,000 school writing pads, medium.....	900.00
25,000 school writing pads, large.....	1,250.00
100 reams blotting paper.....	640.00
10 gross No. 120 call bell.....	355.00
10 gross B. B. pointers.....	132.00
100 dozen globes, small.....	500.00
500 globes, large.....	1,009.00
15,000 square feet hyloplate blackboard.....	1,650.00
2,000 square yards slated blackboard cloth.....	840.00
1,000 numeral frames.....	480.00
500 gross 2-ounce bottles ink.....	1,450.00
500 gross blackboard erasers.....	2,100.00
2,000 ink tablets.....	700.00
50,000 spelling blanks.....	1,440.00
100 gross metric rulers.....	175.00
1,000 maps Philippines, etc.....	2,500.00
1,000 United States flags.....	1,910.00
1,000 clocks, Seth Thomas.....	4,250.00
5,000 dozen composition books.....	1,450.00
100 composition books, record.....	15.00
1,000 white block pads.....	475.00
1,200 teachers' inkstands.....	400.00
100 gross box drawing crayon.....	400.00
10 dozen reporters' note books.....	25.00
5,000 gem paper clips.....	6.00
Primary school helps.....	500.00
Office stationery for district superintendents.....	500.00
Two large and one small letter cabinets and card index system for office of general superintendent of public instruction.....	500.00
Total.....	34,221.75

The first large consignment of these arrived April 20, 1901, and others continued to come until midsummer. In the meantime the supplies purchased by the military government, prior to the passage of act 74, were distributed throughout the islands.

Before the school law was passed, under the authority of the Commission and the military governor, 9 teachers from the States and 11 from applicants in the islands were appointed. And by the authority of act 74, 8 superintendents, 8 principals and assistants for normal, agricultural, and manual-training work, and 781 teachers in the United States were appointed, together with 2 superintendents and 80 teachers from applicants in the Philippines. This number of

both division superintendents and teachers has been increased as shown later in this report.

One of the early tasks was the division of the archipelago into school districts; and owing to the limited number of division superintendents, it was found very difficult to make an entirely practicable and convenient apportionment. The great area to be covered and the very inadequate transportation facilities presented many difficulties in the inauguration of a school system for these islands; and the conditions in reference thereto were carefully considered and all available evidence thoroughly examined. As a result 18 divisions were recommended, which were adopted, as the most practicable for administration at the time. The size, population, and particular conditions of these have been considered in a subsequent chapter; likewise the question of appointing the American teachers, which occupied a large part of the general superintendent's time during the earlier months of 1901.

The necessity of ascertaining the real needs of the various divisions by observation and acquaintance with the actual conditions became early evident. With a view, therefore, to such personal investigation, various towns throughout the archipelago were visited, and as a result the following additional recommendations were made:

The greatest present need is that of adequate and suitable school buildings. ~~As~~ soon as practicable, all rooms, buildings, or parts of buildings rented or assigned for school purposes should be used exclusively for school purposes, and no teacher or member of a teacher's family should be permitted to dwell therein. All school buildings occupied by soldiers or in any way used for military purposes should be vacated and turned over to school authorities at the earliest practicable moment, and arrangements should be made for the rent or vacation of all convents or other church property now used for school purposes. Nearly all of the buildings that have been used for military purposes are in poor condition. It will be necessary for the municipalities to spend money for their alteration and repair. Present school buildings consist generally of one or two large rooms, with several teachers carrying on work in each room. These rooms are everywhere overcrowded, and many have no windows or floors. Sometimes one teacher has 100 or 200 pupils. No teachers should be assigned to instruct more than 50 pupils. There should be a single room for each teacher. If we are to introduce modern methods and are to get away from the mechanical, concert method of instruction now used, we must partition the large room into two or three. Schoolhouses are usually central for children of pueblos, but the barrios have no school buildings. Until there are English-speaking Filipino teachers, the question of barrio schools is a difficult one.

The education of girls has not been thought as important as that of boys. Whenever a school for boys is established it will be the policy of this department to establish one for girls, either in a building near the boys' or under the same roof as the boys' school, but completely separate, with its own entrances and playgrounds. Indian education in the United States was not successful until just as good arrangements were made for the girls, the mothers of the coming generation.

In the latter parts of this report may be evident the realization of a number of these early recommendations and a certain progress in establishing a system of education in the islands.

IV.—THE PRESENT ORGANIZATION.

Centralization, a necessity under the circumstances, is the chief characteristic of the present educational system. The corps comprises the secretary of public instruction, a member of the Philippine Commission; the general superintendent of public instruction for the Philippine Islands, 18 division superintendents, 45 deputy division superintendents, 1,000 primary and 200 higher teachers of English, and about 3,400 native teachers, together with a superior advisory school board and local boards.

In the Commission, educational interests are represented by the secretary of

public instruction, who has general supervision of matters concerning the department of public instruction. All initiative in the way of school legislation or organization of new kinds of schools, together with the matter of expending insular funds for school purposes, is taken by this commissioner of education.

The general superintendent of public instruction has charge of the entire organization and the actual working system. His powers and duties (act 74, sec. 3) are in brief as follows:

He shall have general supervision over the entire department; shall appoint all teachers and supervising officers and fix their salaries; shall establish schools throughout the archipelago; shall prescribe plans for the construction of schoolhouses; shall pass upon requisitions for funds for school purposes; shall fix a general curriculum, and provide for the establishment of higher institutions.

The division superintendents have charge of school matters in their local divisions. Their powers and duties are in brief:

They shall have general charge of school matters in their divisions subject to the rules prescribed by the general superintendent; shall appoint native teachers and fix their salaries; shall see that schoolhouses are suitable; that the school curriculum is satisfactory, and shall appoint half the local school board in each pueblo.

Assisting the division superintendents and carrying out their work in the particular provinces are deputy division superintendents. They shall visit all the schools in their province at least once a month; they shall not have the power to appoint Filipino teachers, and shall not generally take action on any important question without the approval of the division superintendent.

The American and the Filipino teachers, finally, are those who do the actual teaching and come into closest contact with the Filipino children. The work of the American teacher is partly administrative and directive, and the native teacher is given considerable freedom in looking after the details of school work and management.

The superior advisory board is composed of the general superintendent of public instruction and four members appointed by the Commission, and acts as an advisory body to aid the general superintendent. The present board consists of Dr. Fred W. Atkinson, general superintendent of public instruction for the Philippine Islands; Tomás G. del Rosario; Pedro Serrano Laktaw; Demetrio Larena; and Mena Crisólogo y Pecson. The following sketches of the careers of the Filipino members show the quality of the present composition of this board:

Tomás G. del Rosario was born in Manila, P. I., in 1862. He spent seven years of his early life in the College of the Jesuits in Manila, where he secured the degree of B. A. Afterwards he continued his studies in Europe for ten years, visiting its principal cities.

In Madrid University he studied for six years civil law, jurisprudence, and canon law. He is a lawyer, and has practiced his profession for sixteen years. He has filled the offices of supervisor of public treasury in the province of Batangas, and has been successively, for a period of twelve years, justice of the peace, prosecuting attorney, and judge of first instance for the four courts of the city of Manila. Under the American Government, for over two years he was attorney-general in the supreme court, and elected civil governor of the province of Batangas. During the revolutionary government he was a congressman, vice-president of congress, and professor of political law in the University of Malolos. At present he is a member of the superior advisory board of public instruction for the Philippine Islands; president of the "Rizal Monument" committee; president of 67 committees of the Federal party, elected by the people; and Delegate and Representative of the Federal party to the Senate and Congress of the United States.

Pedro Serrano Laktaw was born in the town of Bulacan, province of Bulacan, P. I., in 1854. At the age of 20, during the Spanish régime, he taught in primary schools in San Luís (Pampanga), Malolos (Bulacan), and Trozo (Manila). While practicing his profession he filled the office of secretary of the board of assessors and census, and also acted as secretary of the city board. In 1885 he was appointed teacher of the Binondo school by competitive examination. In 1888 he was sent to Europe for three years to study pedagogy, and after traveling through France, Belgium, and Switzerland he was graduated in Spain as a "higher teacher" from the Salamanca University in 1890, and as "professor of normal school" from the Central University at Madrid in 1891. In 1892 he again assumed charge of the Binondo school, in 1893 of the Quiapo school, both of the city of Manila; and in 1895 he won two out of five prizes offered by the government in a public discussion of the science of pedagogy, held in the normal school at Manila. At the present time under the American régime, he is a member of the superior advisory board of public instruction.

Señor Demetrio Larena was born in the town of Dumaguete, eastern district of the island of Negros. He received his education in Manila, and applied himself later to agriculture. He filled, without compensation, several public offices under the Spanish Government. When the revolution broke out against the Spanish sovereignty, Mr. Larena led the insurgent forces of Dumaguete by their request, and, joining Mr. Diego de la Vina, leader of the forces of western Negros, carried on the revolution in the towns of eastern Negros, establishing soon the first provisional government in that district. By popular acclamation he was elected president of this government. Under the first American government organized in Negros Mr. Larena was appointed secretary of public instruction, and performed the duties of this office together with those of delegate of the government in the eastern district. The Commission appointed him governor of eastern Negros when the island was divided into two provinces under the civil régime. While in this position he was also appointed a member of the superior advisory board of public instruction.

Mena Crisólogo y Pecson was born in Vigan, Ilocos Sur, in 1845. He studied law in the University of Santo Tomás, and was graduated bachelor of jurisprudence, but did not finish the law course. He was a notary of the ecclesiastical council of Nueva Segovia for ten years, and under the Spanish rule was a member of the city council and syndic of the Vigan ayuntamiento. Lately he has been a member of the provincial board of Ilocos Sur. During the revolutionary government he was a representative of his province in the assembly of Malolos, and, after the pacification of all the provinces of northern Luzon and the establishment of the civil government there, was appointed provincial governor of Ilocos Sur by the Commission, August 16, 1901. Finally he was also appointed by the Commission a member of the superior advisory board for public instruction. He has been a member of the Federal party since its creation, and was the founder and first president of the provincial committee established in Ilocos Sur.

The powers and duties of this board are briefly:

It shall hold regular meetings once in two months, and such special meetings as may be called by the general superintendent.

It shall assist the general superintendent by advice and information concerning the educational needs and conditions of the islands and make such investigations as he may desire.

It shall make recommendations to the Commission as to needed amendments to the law.

Each member shall serve for three years, or until his successor is appointed and qualified.

At the present time this superior advisory board has no power to carry into

effect its recommendations, but can only advise and urge the enactment of such measures which to it seem necessary. In a consultative way it is of great aid to the general superintendent, since the members are thoroughly acquainted with the conditions and needs of the different parts of the archipelago. In discussing school matters and the desirability of measures intended to further educational interests, the board is of great service in presenting the other side of the question, speaking from the standpoint of the Filipinos. That such a board is a necessity and will rapidly prove itself a helping force in the progress of education here is, it is thought, beyond any question. Add to its present functions the power to carry out what it recommends, and its field is an essential one.

The following account of the meetings of the superior advisory board shows the kind of help the board lends, and gives a view, in part, of the field in which its future efforts are to be exercised:

SUPERIOR ADVISORY BOARD, DEPARTMENT OF PUBLIC INSTRUCTION.

First regular meeting.

MANILA, P. I., November 25, 1901.

Subjects for consideration:

1. American teachers. In what additional places are they needed? Places not deemed safe by military authorities—opinion asked.
2. Filipino teachers. Some conflict or lack of definiteness between school law and municipal code. Not understood in some cases that teachers appointed by division superintendents must be paid by municipalities.
3. Compulsory attendance. What legislation is recommended? Should this be left to municipal councils, subject to approval of division superintendents? What age limits for boys and girls should be established?
4. Secondary schools. What kind, where to be located, and how supported? Fees?
5. What additional normal schools are needed, and where?
6. Determine location of agricultural school in Negros. Where should other agricultural schools be established?
7. What means should be taken to reach the children of the wealthier parents? Should schools with dormitories be provided in Manila?
8. What supervision do you recommend for private schools?
9. Do you favor a law requiring English to be taught in all private schools?
10. School census—by whom should it be taken?
11. What provisions should be made for barrio schools?
12. How shall the office rent and miscellaneous office expenses of the division superintendents be paid? And by whom?
13. Schoolhouses and furniture. Encouragement to pueblos to build good schoolhouses.
14. Should the part of the land tax set aside for support of schools be disbursed by the municipalities, or paid into the provincial treasury, to be paid out? And on what basis?
15. Regular meetings of this board are to be held once in two months. What shall be the date?
16. At each meeting each member shall present a brief report on the special needs of his district, with recommendations as to action needed.

The first meeting of the superior advisory board was held in the office of the general superintendent of public instruction, in the ayuntamiento, on the above date.

There were present: Dr. Fred W. Atkinson, general superintendent; Señor Tomás G. del Rosario, of Manila; Señor Pedro Serrano Laktaw, of Manila; Señor Mena Crisólogo, of Vigan; Ilocos Sur; Mr. Frank H. Bowen, secretary of the board; and Señor Joaquín Aurteneche, interpreter.

Señor Demetrio Larena, of Dumaguete, oriental Negros, was absent.

The meeting was called to order at 10:15 a. m. by the general superintendent, who presented a statement of the questions to come before the board for discussion and recommendation. He mentioned the news that the conference of Methodist churches in the United States had appropriated \$500,000 gold, for the establishment of a Methodist university in Manila.

Dr. Atkinson reviewed the work of the past year in opening primary schools throughout the archipelago, a normal and trade school in Manila, and an agricultural school soon to be opened in Negros. There are now 819 teachers of English in the islands, and more awaiting transportation from the United States.

Discussion of the question of safety of American teachers in the provinces brought out the opinion that such teachers would be safe from molestation even where there might be disturbed conditions, but considered advisable to supply pacific sections first.

The matter of differences between municipal and school laws was discussed, but was laid aside to permit the filing of written recommendations later.

Discussion of the question of compulsory attendance favored the making of a strong compulsory education law.

Compulsory school attendance being impracticable without supervision of private schools, the board favored legislation on this point also.

The board showed much interest in the question of establishing secondary or higher schools in the provinces and a university in Manila, to complete the system begun with the primary schools.

In connection with these higher schools, it was considered necessary to establish dormitories, as many children would necessarily remain at the schools, and parents prefer them to remain under the supervision of the teachers.

It was agreed that the insular government should pay the teachers and furnish the school supplies; that the provincial government should provide land, buildings, furniture; the support of the schools would come from board and fees, but funds are necessary to establish the schools. The large towns should be given an opportunity to compete by offer of lands or buildings, for the establishment within their borders of these higher schools, after the methods pursued in the United States.

After the discussion of the matter of normal schools, it was

Recommended: That normal schools be established in Vigan, Iloilo, Neuva Caceres, Cebu, and Zamboanga, in addition to Manila.

The question of location of agricultural school in Negros was referred to Señor Larena and the division superintendent of Negros. On account of the general rise in prices of everything, prompt action in buying land for agricultural work was recommended, if it is not donated by private individuals.

Recommended: That in addition to the agricultural school in Negros other agricultural schools be established in Magalan, near Mount Arayat, in Pampanga Province, and at San Ramon, in Mindanao.

Recommended by Señor del Rosario, and agreed to by the board, that a circular be sent to all teachers instructing them to compel the boys attending school to dress in the American way. The general superintendent dissented from this.

At 12 m. adjourned until 10 a. m. on Tuesday, November 26.

Second session.

The board met at 10 a. m. on Tuesday, November 26, in accordance with adjournment.

Present, the same as at first session.

Discussion of vacations. General assent to one long vacation, about April to June, and a two weeks' vacation at Christmas.

Recommended: That the 200 American teachers now appointed in the United States be furnished transportation to the Philippines at once, and on private liners if necessary. Also, that a sufficient number of teachers be appointed to supply the demands of the various pueblos, even though the number be in excess of 1,000.

Discussion of salaries paid to native teachers brought out the opinion that they are being paid entirely too small salaries in most towns; that they are able to supply themselves with only the necessities of life, owing to the increased cost, and are not able to dress as a teacher should. The teacher should receive enough salary to enable him or her to present a creditable appearance, and the teacher should become a person of importance and influence in the community.

Recommended: That the native teachers should be paid by the insular government temporarily. When the provinces are in a prosperous condition, then the municipalities should be made to pay native teachers, and pay them at the rate established by the insular government, thus putting salaries on a more equal footing.

Suggested, that the native teachers be paid, say, one-half of the salary paid to American teachers.

Recommended: That attendance at school should be made compulsory for all children between 8 and 12 years, except children in barrios far removed from regular schools; that a penalty be provided for punishment of parent or guardian who does not send children to school—a warning for first offense, a fine of 1 peso for second offense, and a fine of 5 pesos for third offense, or imprisonment for five days in default of payment of 5 pesos. In case of repeated offense a fine of, say, \$200 or one-half year's imprisonment. The head of the family to be responsible for attendance of its servants. This law to be made by the United States Philippine Commission, and the enforcement to be in the hands of the municipal authorities under the control and direction of the general and division superintendents.

Agreed that primary books are needed for use in native schools, printed in English-Ilocano, English-Tagalo, English-Bicol, English-Visaya, etc., with illustrations.

Recommended: That a committee be appointed by the United States Philippine Commission, or other steps taken, to secure a uniformity in the spelling of geographical names, with special reference to preserving the characteristic native names.

Recommended: That, if possible, there be established a complete free public-school system,

free from primary schools to university, with industrial and commercial courses in secondary schools in the provinces, and with normal school as agreed yesterday.

Recommended: That agricultural schools be established in each province where sufficient land can be secured by donation to furnish an adequate working farm. This because in agriculture is the principal wealth of these islands.

Recommended: That section 25 of act 74 be amended, adding thereto the following: "But these shall be under the control of the general superintendent of public instruction and the division superintendents."

Recommended: That a law be passed making compulsory the teaching of English in all private schools to an extent to be determined by the general superintendent of public instruction.

Discussion of the question of securing equality in the amount of funds available in each municipality from the land tax, for the building of schoolhouses, and for school purposes, developed the opinion that payment of this fund into provincial treasuries, to be disbursed therefrom on a basis of school population or otherwise, would be impracticable and would be in violation of certain rights granted to municipalities.

Recommended: That, instead of paying the entire expense of erecting schoolhouses at different places, provision be made to assist municipalities to complete buildings commenced by municipalities, thus giving encouragement and securing a more even distribution of financial aid.

At 12 m., adjourned to Wednesday, November 27, at 10 a. m.

Third session.

The board met at 10 a. m. Wednesday, November 27, in accordance with adjournment.

Present, the same as at previous sessions.

The date of regular meeting was left to be determined by the general superintendent; regular and special meetings to be held subject to his call.

Recommended: That an amendment be made to section 4, act 74, authorizing the members of the superior advisory board to visit schools for the purpose of inspection, the same as general and division superintendents; also giving authority to said members to make such trips as may be necessary, and fixing the compensation therefor and providing for the payment of actual traveling expenses during the performance of such duty; dividing the archipelago into four districts and assigning one member of the superior advisory board to each district.

Recommended: That the United States Philippine Commission be requested to appropriate \$500,000 gold for the establishment of a university in the city of Manila, at first with departments of law and engineering, the latter to include civil, mechanical, electrical, mining, marine, and architectural; with other departments of medicine, etc., to be added as soon as practicable; a school of fine arts (music, painting, etc.) to be established later.

Recommended: That the ownership of the University of Santo Tomas be determined at the earliest opportunity; and, if decided to belong to the government, that this property be added to the university hereinbefore mentioned.

Recommended: That an amendment of the law be asked for, so that one-half of the lumber tax shall remain in the provincial treasuries, to be available for the construction of school buildings.

Agreed, that in the supervision of private schools especial emphasis shall be placed on hygienic conditions, competency of teachers, instruction in English, etc.

Adjourned at 11 a. m. until Saturday, November 30, at 10 a. m., to allow of putting the foregoing recommendations into shape to be presented to Hon. Bernard Moses, secretary of public instruction.

Fourth session.

The board met at 10 a. m. Wednesday, November 30, in accordance with adjournment.

Present, the same as at previous meetings; also Hon. Bernard Moses, secretary of public instruction.

The secretary of public instruction addressed the board, stating that he was in sympathy with most of the recommendations made, and especially speaking of the need of establishing more agricultural and normal schools, and finally a university, stating that a creditable law school could be established soon if buildings could be secured. He considered inadvisable the transportation of American teachers on commercial liners, and favored the increase in salaries of native teachers as they become more competent. He questioned whether a compulsory attendance law should be passed by the insular government or by the municipalities individually. After discussion, he stated that this point must be determined by the Commission when the subject is brought up for discussion and action. If compulsory education is obtained, there should be supervision of private schools by the general and division superintendents, but this supervision should not investigate or comment on religious instruction.

Further discussion of the matter of pay of native teachers ensued until the secretary of public instruction withdrew to attend a meeting of the Philippine Commission.

The members of the board were requested to make such additions and suggestions as they

wished and send them to the secretary of the board for presentation to the Commission. Señor Larena was also to be furnished records and specially asked for recommendation as to location of the Negroes Agricultural School.

At 11.05 a. m. adjourned to meet at the call of the president.

FRANK H. BOWEN, *Secretary*.

Besides this central superior board local school boards are being organized throughout the divisions. These are composed of five or seven members, including the presidente of the municipality. They are to visit and report upon schools, recommend sites and plans for schoolhouses, report annually to the municipal council the amount of money to be raised for the current year by local taxation for school purposes, and look after local school interests in general.

The time is not yet ripe to look for results from these local school boards, since none of them have had more than a few months' existence, and a large number of them have not yet been organized, for the reason that the division superintendents wish their teachers first to become well acquainted with the people of their towns and thus be able to make wise recommendations of candidates for the boards. Some division superintendents feel that the organization of local school boards is premature, and ought to be postponed until the people have a better conception of the American school. Others find the work of the board helpful, and, although at present wholly advisory, steadily becoming an essential feature in local school administration.

The following account from one of the division superintendents shows the local school board in its present successful working form:

The school board in each municipality, according to law, shall consist of five or seven members, as the division superintendent may determine, one member of which is the presidente of the municipality *ex officio*. In towns having widely scattered barrios, or having a population of 10,000 or more, seven members constitute the board, but in the other municipalities a smaller membership is sufficient.

One-half of the members are elected by the municipal council and one-half appointed by the division superintendent. The qualifications are not named by law, but I have insisted that each member be a citizen and a responsible and influential landowner. The appointments are made by the division superintendent and sometimes also upon the advice of the chief of constabulary or of the commanding officer. In as far as possible, members are chosen to represent various parts of the municipality. Some of the larger municipalities contain barrios having a population of two or more thousand people. Care is taken to have these barrios represented on the school board. Each member is elected or appointed for a term of two years, but in case of misconduct, inefficiency, or other action unbecoming to his office may, after due notice, with the approval of the general superintendent, be removed from office by the division superintendent.

As soon as the school board is complete in its membership, the presidente is instructed to call a meeting for the purpose of organization and discussion of the duties of the board. They are directed to choose a chairman and a secretary for the year current, and to form such subcommittees as may seem necessary. At the same time the division superintendent presents the needs of the present schools, requests or suggests possible plans for the future development of the schools, explains concisely the purposes of the public schools, and thus gives sufficient ground for immediate discussion and action.

The first duty of the school board—to visit the schools—is important. Neither the people nor the board at the present time understand the purpose of the public schools. Education has to them been mainly ornamental. Education for life is a new idea. It is very important, therefore, that the influential men in each community visit the schools conducted by the American teachers. The school board, however, has no power to make improvement or to direct the teachers, but it is requested to make recommendations to the division superintendent and to the municipal council.

In regard to new school buildings the power of the board is limited to making recommendations of sites and plans to the council. This is sufficient unless the board may have the power to place contracts and direct the construction. At the present time the board may inspect the construction of new buildings and see that they are in conformity with the contract. The planning of the schoolhouses

is entirely in the hands of other persons, but in the present state of the laws it is very hard to determine what person or persons are responsible. The Filipino has no idea of the proper lighting and seating of a schoolroom. At present I am sending plans to the school boards, on which they secure estimates, which, when approved by the council, are returned to me for approval. The school boards have been very helpful in some cases in developing plans for the organization of all the schools necessary for the municipality. The school census shows the barrios and their approximate distances from the pueblo, together with the number of school children in each. A map of the municipality shows the approximate location of the barrios. The American teacher is also directed to visit each barrio and report upon the conditions for establishing new schools. From these materials the division superintendent forms a plan for the development of all the schools, showing the approximate location for each schoolhouse, the number of children which would attend it, and the number of rooms and teachers necessary in each. This plan is submitted to the school board for investigation and recommendations. Later it may present the plan to the council for approval and assistance. In a few cases this plan has been very successful. I think it is the best.

The common people generally desire education and opportunity. On the other hand, the richer people do not wish to see the poorer classes become educated. They desire to hold their supremacy unchallenged. These are very general statements, but it frequently happens that the council, representing the wealthy people of the municipality, look upon the development of the public schools very indifferently. They are no more interested than is necessary. Public education, when placed under their authority, therefore, will make but little progress. In each municipality men of influence are needed whose duty it is to awaken the interest of the people and secure the votes of the council for school purposes. This is the most useful work which the school board can do at the present time.

These boards are capable of assisting materially in the problem of education, and will work more effectively after a nicer adjustment of the powers and duties of local bodies, whereby the school boards may have the right to expend money for school purposes with the approval of the division superintendent.

The last feature in this centralized system is the regular series of communications between the officers and teachers in the field and their chief. Circular letters and telegraph facilities to all parts of the islands offer the means of directing operations in the field and keeping the general superintendent closely in touch with the actual work.

V.—WORK DONE UP TO DATE UNDER THE PRESENT ORGANIZATION.

The main part of this report now concerns itself with a description and discussion of the work that has been accomplished under the present organization; and this chapter serves merely as a brief introduction to what follows subsequently in detail.

The past year and a half has been a busy one, and the educational movement has gone forward with great strides in spite of many difficulties entirely fundamental in character. The work has been done under the disadvantage of having had practically no basis to build upon. It has been pioneer and creative work purely, and in consideration of this fact it was deemed wise to go slowly with reference to many questions that have arisen.

Briefly, the tangible results since September 1, 1900, are:

An educational bill has been enacted; the archipelago has been divided into 17 divisions and an American school superintendent placed in charge of each, with deputy division superintendents acting for them in each of the provinces; 1,000 teachers for primary work have been appointed, received in Manila, and been stationed, with consideration for their own comfort as well as for the needs of the towns; 200 additional teachers for secondary work are being appointed; about 200 soldier teachers had until recently been detailed from their regiments, and 3,400 Filipino teachers have been appointed; more than three-quarters of a million

of American schoolbooks have been purchased, together with an enormous quantity of school supplies, including 20,000 modern school desks; instruction in the English language has been provided for in about 1,500 schools, in which over 200,000 children are enrolled; night schools for adults and those unable to attend during the day have been opened throughout the archipelago, and are working successfully with an enrollment of about 25,000.

Salaries of Filipino teachers have been increased, and a definite announcement has been made to them that the American teachers are here not to displace them, but to prepare them to take charge of their own schools. The Filipino teachers have received daily instruction in English, and in addition to this, when they have progressed sufficiently with the language itself, have been taught the common branches and the methods of teaching these.

Vacation normal courses have been arranged in the various school divisions, principally to train the native teachers, but also to aid the American teachers. Permanent normal schools in the provinces tributary to the Manila Normal School have been established.

Industrial work is being conducted successfully and plans for additional trade schools in the provinces are maturing, hastened by a regular appropriation for this work which is now available. As a means of preparing the Filipinos for work in the Signal Corps, telegraphy is now a branch taught in these schools.

Sites for the principal agricultural schools have been chosen and the schools are now in process of organization, with the supervisor and teachers in the field.

Grammar high schools have become a part of the school system, and teachers for this work in secondary instruction are being appointed under an appropriation recently made for this purpose. Furthermore, recommendations have been made for the establishment of schools of painting, sculpture, drawing, and music, and the plan of a technical school and a university in Manila has been discussed as a preliminary move to further and more definite action in the near future.

Every portion of the archipelago has been visited by some member of the department, and the peculiar conditions and special needs of these localities investigated. Circulars of inquiry have been sent out to the presidentes, district commanders, provincial governors, and teachers, and a mass of valuable data is accumulating.

I now proceed to treat these various matters in detail.

VI.—CONDITIONS OF THE PROBLEM.

There are in the Philippine Islands three distinct races—the Negrito, with 21 tribes; the Indonesian, with 16 tribes; and the Malayan, with 47 tribes, making a total of 84 different tribes. Of these, the Negritos, which at one time populated the whole archipelago, are slowly disappearing, and probably less than 25,000 remain. They are physically weak and intellectually stand very low in the human scale.

The Indonesian, with its tribal population of some 251,200, live almost exclusively on the great island of Mindanao. They are not only physically superior to the Negritos, but to the people of the Malayan race as well, and are, as a rule, quite intelligent.

The Malayan race, with its admixtures, however, is the dominant one, and is found in all parts of the archipelago in greater or less numbers. The Visayans, with a population of 2,600,000, occupy the islands south of Luzon; the Tagalogs, with 1,663,000, the central part of Luzon; the Bicolos, with 500,000, southern Luzon; Ilocanos and Cagayans, northern Luzon; the Pampangas and Pangasinans, northern central Luzon; the Moros, the Jolo (Sulu) archipelago and Mindanao.

Thus it will be seen that the problem of educating the peoples of three distinct

racés, made up of many tribes, which, even in the same race, differ very greatly, not only in the degree of civilization, but in language, manners, customs, and laws, is no small task. The needs and conditions of the different provinces, and in some cases the different parts of a province, have to be studied carefully in order that the greatest amount of good may be given to those whom we have been set the task of educating.

Transportation, too, is an important factor. There are only 120 miles of railroad. Small, unclean steamers make irregular trips to harbors where landing is a difficult matter. There are but few good roads, and in the provinces a good bridge is unknown. These are the facilities for getting about this archipelago, made up of several hundreds of islands, equal to the combined areas of the New England States and New York, extending from north to south over about 15 degrees of latitude.

The church and religious affiliations, the seasons of harvesting, the customs and notions that have been handed down for centuries, and last, but not least, the natural inertia of these people, are all conditions which must be reckoned with and most carefully considered, necessitating different methods, different work, and different sessions in the school year in order to obtain the best results.

The following tables give some of the more important data concerning school divisions:

Number of school divisions	17
Estimated total area, square miles	114,792
Number of American teachers in the field	937
Number of American teachers en route or awaiting transportation	84
Number being appointed for secondary instruction	200
Total number of American teachers	1,221
Number of Filipino teachers (estimated)	3,400
Number of detailed soldiers (estimated)	19
Total teaching force	4,640
Number of children enrolled in day schools (more than)	200,000
Enrollment in night schools (approximately)	25,000

Superintendents and teaching force.

Division.	Division superintendent.	Headquarters of division superintendent.	Provinces and islands in division.	Island where province is situated.	Area in square miles (estimated.)	Total population (approximate.) ¹	Americans can teach. ²	Regularly appointed Filipino teachers. ³	Soldiers detailed as teachers.	Total teaching force.
1	Mason S. Stone	Manila, Luzon	Manila (city)	Luzon	25	275,000	52	144		196
2	Gilbert N. Brink	Iloilo, Panay	Anique, Capiz, Iloilo	Panay	4,708	715,287	95	200		295
3	George W. Beattie	Bacolod, occidental Negros.	Occidental Negros, oriental Negros.	Negros	4,884	381,777	54	133		187
4	H. E. Bard	Cebu	Cebu	Cebu	1,742	504,076	44	150	1	195
5	R. J. O'Hanlon	Tagbilaran	Bohol	Bohol	1,439	248,000	10	80		90
6	Barker B. Sherman	Tacloban, Leyte	Leyte, Samar	Leyte, Samar	7,753	471,244	44	78		122
7	Henry S. Townsend	Zamboanga, Mindanao	Calamianes, Cottabato, Dapitan, Davao, Jolo Archipelago, Misamis, Paragua, Surigao, Zamboanga.	Basilan, Calamianes, Jolo Archipelago, Paragua, Mindanao	42,387	402,619	65	240	15	280
8	W. H. Hiltz	Nueva Caceres, Camarines, San Fernando	Albay, Camarines, Sorsogon.	Luzon, Catanduanes Islands.	6,386	41,257	72	78	1	151
9	David Gibbs		Bataan, Bulacan, Pangasinan.	Luzon	2,975	504,932	78	206		284
10	S. C. Newsom	Lingayen, Pangasinan	Pangasinan, Tarlac, Zambales	Luzon	4,378	555,641	73	321		394
11	T. W. Thomson	San Isidro, Nueva Ecija	Infanta, Nueva Ecija, Nueva Vizcaya, Principe.	Luzon	6,605	198,139	26	102		128
12	G. A. O'Reilly	Vigan, Ilocos Sur	Benguet, Ilocos Sur, Lepanto, Union	Luzon	3,815	310,063	63	250		313
13	J. M. Kniseley	Laoag, Ilocos Norte	Abre, Bonloc, Ilocos Norte.	Luzon	2,995	221,145	38	103		141
14	W. W. Rodwell	Tuguegarao, Cagayan	Cagayan, Isabela	Luzon	11,280	150,388	32	90		122
15	M. A. Colton	Cavite, Cavite	Batangas, Cavite, Tayabas.	Luzon	4,530	530,365	83	240	2	325
16	F. T. Clark	Santa Ana, Rizal	Laguna, Rizal	Luzon	2,447	215,811	57	300		357
17	E. S. Shortess (acting)	Romblon, Romblon	Marinduque, Masbate, Mindoro, Romblon, and other islands.	Marinduque, Masbate, Mindoro, Romblon and other islands.	6,341	231,228	44	45		90

¹ Figures of Philippine Commission.² Figures for teachers do not include those arriving after April 21, 1902, nor those employed in special schools. The arrival of the additional teachers brings total to approximately 3,400.³ A large additional number teaching, but not appointed by division superintendents.

THE FIELD AND THE PEOPLE.

Included here are extracts, taken here and there, from reports of division superintendents, which will give an insight into school conditions in various parts of the archipelago, such as can not be obtained in any other way. These extracts begin with the northern provinces and survey the archipelago to the southernmost islands.

From W. W. Rodwell, division superintendent of schools for Cagayan and Isabela.

This Cagayan Valley is very rich in soil, flood plains, iron, lime, sand, gravel, stone, and a great variety of valuable woods. In the mountains around the headwaters of the Cagayan and its tributaries are many outcroppings of copper and other minerals of value. Brown coal of fair quality appears in several places; but steam coal is unnecessary, for the many rapid-falling, swift streams—Pinacanauns, or clear waters—will furnish abundant energy for numerous electric plants that will afford ample mill power and run an electric railroad from San Vicente to Manila. I mention San Vicente because it is undoubtedly the finest natural harbor in Luzon. The Cagayan River is navigable the year round for vessels of light draft and powerful engines.

The natives in this division need to be shown the use of other implements than the bolo, carabao sled, and "Methuselah" plow. For generations these "children of the soil" have been compelled by law to raise tobacco for the Spanish tobacco monopolies. The present generations think nothing but tobacco and corn can be raised here. Tobacco is their sole source of revenue and corn their principal food stuff. Almost all the rice used is imported. In some places in the valley white rice is worth 25 cents gold per pound to-day. All commerce, aside from the tobacco business, is entirely controlled by Chinos. Chinos are rapidly encroaching upon the constituted monopolies, even in this; in fact, they have some trading and tobacco combines of their own. Imposed upon by the land claimants, tobacco monopolies, and Chinos, the rancheros are kept very poor. * * * Within 5 miles of Tuguegarao are growing cocoanut, cocoa, coffee, tobacco, rice, corn, sugar cane, bamboo, some large timber and American vegetables (the Chinos are beginning to cultivate them on a small scale).

This division contains a greater variety of soils and climatic conditions than can be found in any other division in the islands. There are high, mountain lands, rich alluvial valleys and plains, high and low rice lands, thousands of acres of easily irrigated rich dry land, miles of palm beaches waiting for seed, and "bino" swamps waiting for distilleries. I am of the opinion that many of the American fruits and vegetables can be grown here. I have seen fine lettuce, radishes, tomatoes, and potatoes grown in different parts of Cagayan in a small way. Also very fine small oranges and lemons are to be found growing in semi-cultivation in some places.

I have been over most of Cagayan Province once thoroughly. It is a large territory from a Filipino point of view. It takes from thirty to forty days of hard traveling to visit every pueblo and do any business at all. The transportation for persons, freight, or mail is something deplorable from an American view. I waited from Saturday afternoon until the next Thursday morning for a boat up the river. We got up 5 miles the first day out of Aparri, then waited twenty hours for the river to fall and lessen the current. At the very best, one can only count on getting from Aparri to Tuguegarao in three days—a distance of about 75 or 80 miles.

The only way I can make any time this season of the year is to hire a barangayan and go downstream; then I can stop at all the towns and go on when I wish, returning by "vapor" (steamboat).

Most of my traveling in this part of the year will have to be done by small boat. It is sometimes very risky for a single American to go alone on one of the long barangayan trips, partly in the night. * * *

During the dry season, from January on, I can get about on horseback. But most of the roads are mere trails. Where there is a road there are no bridges, and one has to swim or ford the swift mountain streams that run from the sides of the valley into the Cagayan.

If I had a good Mississippi River Quincy boat, I could make almost my entire territory by going up to the town of Echague on one of the "vapors" and rowing down. Or, better still, a small American launch, gasoline or steam, of about 18 feet length and 6 or 8 horsepower engine, would go from Echague to Sanchez Mira. If I had a \$400 gasoline launch, I could make nearly all of this division.

As it is now, I could not get over the entire territory, depending on the steamboats for transportation, in six months' time—continuous waiting mostly.

Mail from Echague goes to Aparri and returns here in from four to six weeks, by the regular routes. * * *

There is not a public building of any account in the town. All the provincial and city buildings were destroyed several years ago. The old foundations indicate fine, large structures. At present the province has nothing, and the town only a small tribunal, with one large and two small rooms in it. * * *

As to schools, this whole province is very anxious for American school-teachers. The right kind of a man would be safe enough in any pueblo in the province without a soldier in existence. The only thing against the American school idea is the padres. * * *

In some of the pueblos the teachers keep reporting that the children come very irregularly. It is noticed that they seem to be alternating. For a day or so certain ones will come, then others, etc., until they have all been for a few days at a time. This is generally with the barrio and poor children. Most of the "principales" send their children to private schools. Evidently this is prearranged in some places. Less than 3 per cent of the children know any Spanish; yet the friars have filled the people with the idea that for them to learn English they must first study Spanish grammar.

Colonel Hood says the friar question is the question in this whole valley, and from all I have seen it seems to be so. These people look upon a friar as a second Christ. The children and women will run after them in the streets, bow down before them, and kiss their hands. Many of the men are open, however, in their hatred, or their declarations of that character, for the friars. * * *

The greatest need for the whole province is for educated native teachers. Very few of the teachers here have ever been in Manila except the ones left here by the insurrection. * * *

Not a pueblo in this province has any money to pay its teachers until the school tax is raised. * * *

It is next to impossible for me to get any mail to or from the teachers in this division during the rainy season. Many of the report blanks I sent out requesting the information you desired have not been returned yet.

From William E. W. MacKinlay, acting division superintendent of schools, Ilocos Norte, Abra, and Bontoc.

The province of Ilocos Norte, which comprises some 1,100 square miles, is about one-half occupied by the civilized Ilocos race, and one-half by the wild tribes known as Igorrotes. The latter are timid, and few in number.

The Ilocanos number some 125,000, and are settled in 15 municipalities, each with a pueblo or town for a center. The conditions at present are very good for school work. There is no disorder in the province, and rice transplanting for the ensuing crop is being energetically pushed. This labor now engages a majority of the people, young and old, and has reduced the school attendance nearly a half since the middle of July. * * *

I have made a tour of the province and have visited every place except Badoc, which I shall inspect en route to Abra. * * *

I shall review the towns as they are situated geographically, with Laoag as the center. There are three "groups" in the province, of which that of the south is most important. It embraces Laoag, with 31,000 people in jurisdiction; San Nicolas, 10,000; Batac, 10,000; Paoay, 8,000; and Badoc, 11,000.

Laoag has two good stone central schools, one each for boys and girls, and three auxiliary bamboo schools in the north, west, and east parts of the city, each with a boys' and girls' department. The central boys' school has three native masters, and the central girls' school has two maestras. * * *

The schoolhouses throughout the province are utterly inadequate to accommodate more children than usually attend now, and do not exist in some towns. * * * The schools are only travesties of American ideas of a school, with the exception of Laoag. * * * There are many teachers who are trying to do their best, but they are as children groping in the dark, and can only advance when led along the road by an American teacher. * * * On my landing at Ilocos Norte July 14 at Currimao, I inspected two barrio or rural schools there. I found two bamboo sheds in which the Spanish alphabet and a little Ilocano was being taught to some 100 children by two native teachers, who get 5 cents, American, monthly from each child. * * * Paoay has a good stone school for both sexes, which, however, is almost bare of school furniture, and the 150 children who attend are compelled to sit perched on crazy benches and packed like sardines. * * *

At Davila there is a school of 35 boys and 25 girls conducted on methods of the fifteenth century, but pleased beyond measure at my visit and advice. The writing lessons were conducted on bamboo leaves. * * *

The five towns of the eastern group seem more apathetic in school work than those of the first two. These places were more hostile than the coast towns, and suffered more in consequence. Except Dingras, they are poor at present, have few resources, and a small number of educated men.

San Miguel has an energetic presidente, who is practically rebuilding the double stone schoolhouse and has also put a bamboo shed up for temporary use. He wishes an American male teacher very much. There are two native teachers.

Piddig is at present in the throes of an epidemic of dysentery. On one day 16 deaths occurred, and the rate is still high. The people conceal their sick cases until too late to be cured, as they seem to be unable to realize the benefits of medicine. Lieutenant Stoney, acting assistant surgeon, has offered his services gratis, and has treated many, as has also a native doctor. This incident shows the baleful effects of ignorance. * * *

Banna is a small place of some 500, on a hill overlooking some Igorrote rancherias. It has two small schools, which are huddled up in two private houses, with few books and two middle-aged native teachers (man and wife) teaching a medley of Spanish and Ilocano and a few English words. An unfinished schoolhouse, left as it was the day the last American lieutenant departed, shows the little interest taken by the people in the work. This town needs an energetic American teacher badly. The natives can not get anything done, and no one else in the place cares. The garrison is of native scouts, and the few white men (scouts) are too busy to look after school matters. Banna is on the border of the Igorrote rancherias, and can be made a center for their elevation from their present savagery. * * *

From Jesse George, division superintendent of schools, Ilocos Sur, Union, Lepanto, and Benguet.

November 23, 24, 25, I visited the pueblos north of Vigan again, and on the 27th I left Vigan on horseback, going south through Ilocos Sur to Candon, then up through San José, Salceda, Concepcion, Angaqui, and Namitpit to Cervantes, and on through Lepanto and Benguet provinces and around to San Fernando, coming back to Vigan by steamer from the last-mentioned point. In these journeys I have consumed about fifty days on the road and have traveled fully 700 miles on horseback and about 500 on the water. I have visited every pueblo in the division except three small ones in Lepanto, many of them several times.

Geographically considered.—The district is divided in two sections, the lowlands, a district comprising Ilocos Sur and Union provinces, and being a long, narrow strip of level and very fertile coast land, stretching 150 miles along the coast and varying in width from about 4 or 5 miles to 30, and the highlands or mountain section, comprising Lepanto and Benguet provinces, lying in wide, irregular outline immediately back of this long, narrow strip, and having an elevation of from a few hundred to 7,000 or 8,000 feet, a very broken surface and comparatively little arable land. The former of these sections has about the same climate as Manila, the heat and the rainfall being a little less, perhaps, on account of the close proximity of the mountains; the latter is very much cooler, having an almost temperate climate and a far greater fall of rain than the coast region or even than Manila.

Agricultural products.—The agricultural products of the coast region are tobacco, rice, sugar, coconuts, and the tropical fruits. Those of the mountain sections are rice, coffee, potatoes, and the garden vegetables of the temperate zone. The mountain section, while having little arable land, yet affords considerable pasturage, and cattle raising is carried on to some extent. The chief resources of the mountain section, however, is believed to be its minerals.

Inhabitants.—The difference in the people, their mode of living, and general characteristics in these two sections is almost as great as the difference in climate and products. The population of the two coast provinces is almost wholly Ilocano, Christian, and has about the same degree of civilization and advancement that the Tagalo people have; that of the two mountain provinces is almost wholly Igorrote and Tinguinian, non-Christian tribes, with a few Ilocanos in each of the principal pueblos. The Ilocano population in Lepanto Province is more than double that in Benguet and the advancement is correspondingly greater. * * *

In addition to the above, there is what is known as the Amburayan district, a delta-shaped mountainous expanse lying directly east of Tagudin and Bangar and bounded by all four provinces of the division, with a population of non-Christian tribes variously estimated at from 15,000 to 20,000. This section was a distinct

district with separate government under the Spanish régime, but for the present I believe is attached to Ilocos Sur for administrative purposes. For school purposes this section should certainly be attached to the mountain district of which it is essentially a part.

This difference in geographical characteristics and population makes the problem of schools very radically different in each section, and on account of the widely scattered condition of the population in Benguet and Lepanto, the little advancement, primitive conditions, and limited resources of the people, the cost to the general government of bringing general education to them must be greater in proportion to their population than to the people of Ilocos Sur and Union.

It will be noted that the whole population above given is distributed among 66 pueblos, varying in inhabitants from a few hundred to almost 20,000. Thirty-nine of these pueblos are found in Ilocos Sur and Union, and are either situated on, or are easily accessible to, the old Spanish coast road, which follows up the coast from Dagupan to the northern limit of Luzon. The pueblos of the other two provinces are not so easily accessible, but at present a tour of them is best made by striking through Tildad Pass from Candon into Lepanto, on over the high divide at the headwaters of the Agno River into Benguet, down through that province to Trinidad and Baguio, coming out to the coast again at Naguilian. When the new road shall have been completed to Baguio, a circuit of the entire district can best be made by starting in at Sinit, the northernmost pueblo of Ilocos Sur, and following down the coast road to Santo Tomás in Union Province, thence across to the Baguio road by way of Rosario, up this road to Baguio, on through Benguet by way of the Agno River trail, across into and through Lepanto, coming out through Tilad Pass to the coast again at Candon. This trip, counting the necessary deviations from the main trail in order to visit all pueblos, would consume, I should say, not less than six weeks if anything like the necessary time were consumed in visiting each pueblo.

School conditions.—When I took charge of the division, there were, according to data in the office of General Bell, 42 of the 46 pueblos sustaining schools, with American teachers paid by the insular government actually teaching English in 7 of them. The total enrollment in these schools was 11,554 and the total daily attendance was 4,663. A total of 194 native teachers was employed at a monthly expense for wages of \$543 gold. English was being taught by soldiers detailed for that purpose in 12 additional pueblos, making 21 pueblos in all, or half those sustaining schools in which more or less instruction was being given. Some few other pueblos had had soldiers detailed formerly and thus had had some instruction given in English, and a few of the more enterprising native teachers had picked up a smattering of the tongue and were endeavoring to give some instruction therein in their schools. Every pueblo in Union Province had received at least some English books sent out by the Department, but in Ilocos Sur, the pacification of the province having been only recently accomplished, very few of the pueblos had received books, and schools were in a more backward condition. Three pueblos in Benguet had received books and in Lepanto none. Of the 66 pueblos all but 1 in the coast provinces had some sort of a schoolhouse owned by the municipality, and in the mountain provinces 11 pueblos had buildings, making a total of 50 pueblos with buildings. In Union Province the school buildings in many of the pueblos were destroyed in whole or in part during the insurrection, and temporary bamboo structures erected. These buildings had been erected through the efforts of the military, and I was struck with the interest the army officers had taken in the schools and the help and attention they had given them.

Judged from the standard in the United States, there would certainly be no great need of a high school for several years to come. But taking into consideration the fact that the Filipino must be carried through with a rush, that his school days are short, and that he will drift, and is drifting, constantly out of the public primary schools into secondary private schools of the Spanish order, thus side-tracking him, I believe secondary schools on the order of the one already in operation in Manila should be established during the coming year. These schools should, in my opinion, have a preparatory normal course to fit for entering the normal school at Manila, and as soon as possible some attention should be paid to industrial training.

The provinces of Lepanto and Benguet are not ready for a high school as yet. I believe, however, that in these two provinces schools for industrial training should early be established. The natural resources of these provinces are insufficient to produce more than the bare necessities of life for the population found there, nor will they ever be sufficient, in my opinion, unless there are great developments in the line of mines, cattle, and coffee. If we raise the ideals of the Igorrote up to things civilized without giving him the power of attaining to those

ideals, we have only made him miserable. The Igorrote should be given more diversified industries and taught the use of better tools and improved methods of agriculture and mining.

Buildings.—The present school buildings are generally very poorly adapted and the sanitation not good. The pueblos of Union and Ilocos Sur provinces have almost all of them had schoolhouses built of brick or stone. In the former province, in most pueblos, the schoolhouses have been wholly or partially destroyed by fire, generally only the walls being left standing. Most of these buildings can be repaired, but three of them are hopelessly ruined, namely, those of Santo Tomás, Agoo, and San Fernando. It is questionable if many of the others are worth repairing. These houses all seem to have been built on nearly the same plan, being long, low, damp, dark structures, exactly on the order of the sugar warehouses in Pampanga Province. There has been little attempt at architectural effect or adornment. I seriously question whether any money should be spent on many of these buildings.

All pueblos but one in Lepanto Province have schoolhouses, and for Benguet I have already submitted recommendations, and will only add that some pueblos there are going ahead and building houses without help.

From T. W. Thomson, acting division superintendent of schools, Nueva Ecija, Nueva Vizcaya, Infanta, and Principe.

The four provinces of the division embrace about 175 miles of the east coast of the island of Luzon, the main range of the Sierra Madre Mountains for about 200 miles, and the greater part of the plain of the Pampanga River, the largest river of Luzon. Naturally the division presents a great variety of interests, and may best be described by considering the provinces separately.

Nueva Ecija.—All of this province, except a strip about 20 miles wide across the northern part, and a strip from 1 to 5 miles along the eastern side, lies in the plain of the Pampanga River, and is low and nearly level. The river with its network of tributaries gives ample facilities for drainage, except during the rainy season, when the entire plain is often inundated. This plain is devoted almost entirely to rice growing, and the inundations are a benefit to the country. The streams are used for much of the transportation, and settlements are usually found near them.

In the central and southern parts of the province the people are Tagalogs, in the southwestern part they are Pampangas, while in the west central and northwest the Ilocanos are the predominating race. It is well to remember also that individuals of these different races are found among the other races. This mixture of different races, speaking different languages, often in adjoining or in different barrios of the same pueblo, presents difficulties in introducing English that are hard to appreciate by those not in the work.

In the extreme northeastern part of the province are four barrios or villages, numbering about 600 people, known by Americans and many Filipinos as Igorrotes. The Spanish and better informed natives call them "Tinguianes." The word "Bago" is also applied to them, to indicate that they are new Christians. Among themselves they are known as "Itnigs." In personal appearance they closely resemble the Ilocanos. For beautifying the person they file the teeth and practice tattooing. At home the men and women usually wear a "gee" string made of the bark of a tree, but when they have visitors or go to the pueblos on market days, they generally wear the usual Filipino costume. These people are very industrious, and in a primitive way raise rice, sugar, coffee, tobacco, and the usual garden vegetables found in the provinces. They manufacture cotton cloth, wicker baskets, and other articles of common use. They are peacefully inclined and know nothing of making themselves secure from attack.

The Tagalogs, Pampangas, and Ilocanos have been described so often that I shall not burden this report with a further description of them. At present the representatives of these races, which include the greater part of the population of this province, are peacefully inclined, and are taking great interest in American ideas and the spread of education and civil government. They are engaged in repairing and building houses, and in a small way, owing to scarcity of animals, in the cultivation of the land.

There are in the province 23 pueblos. All of these are in the plain country except Carranglan, Puncan, and Pantabangan. These are in valleys among the mountains. The total population is estimated at about 180,000. Through the municipal councils, I have made three attempts to take a census, but the returns are such that only an estimate can be made.

A few of the houses in nearly all the pueblos are built of wood, some having

stone foundations or basements and corrugated iron roofs, but the mass of the people live in bamboo-nipa houses. This house has a framework of round bamboo poles; the floor is made of narrow strips of split bamboo lashed to the joists with *bajuco*; the sides are made of split bamboo or palm leaves or grass lashed to a framework of bamboo, and the roof is made of palm leaves or grass. These houses are usually elevated on posts from 6 to 10 feet. The middle-class Filipino has little use for furniture; often a bench from 6 to 8 feet long and a fire pot are the only articles necessary to accommodate a large family.

As he does not need furniture, he accordingly builds his house small. His bed is a mat woven of grass and spread on the floor at night and rolled up during the day. A peculiar feature of their life is that while the women are not considered equal to the men socially, they do all the marketing, hold the family purse, and are, in fact, the controlling power in financial affairs. The American teacher who desires full and regular attendance and a successful school will obtain the results much easier by cultivating the good will of the women.

Mountain tribes.—The mountains of northern Nueva Ecija and southern Nueva Vizcaya and the range extending through eastern Nueva Ecija and between Nueva Vizcaya and Isabela and the range west and northwest of Principe are inhabited by various savage tribes, known in different localities by different names. All are called "Igorrotes" by those not well acquainted with them. East of Bongabong the distinctive name is "Aetas" or "Baluga" (Spanish sound to all the vowels). These people are of low stature, average about 4½ feet, have kinky hair, and are very dark. They live by hunting and fishing, trading wild tobacco, dried venison, and *bajuco* to the Tagalogs living near them for rice. The wild sweet potato is an important article of their diet. The men wear the usual "gee" string and the women wear a skirt about 18 inches long made of yellow bark.

These tribes are all very much afraid of a white man, especially if he be armed, and on his approach will disappear in the jungle or grass. Their fear does not extend to the unarmed Tagalog, however, and during February, March, and April—their mating season—the favorite pastime is to ambush small parties of their enemies and secure their heads for presentation to the father of the beloved maid. When a victim is secured, they cut from the upper point of the sternum, diagonally downward on both sides through the nipples, to the region of the last rib, then across, and remove the heart and lungs as a choice morsel for the feast. While at Carranglan in February I saw two victims of their savage lust, and last week they entered San Quintin and butchered five men.

North of Pantabangan the wild people are known as "Abalous." They have long straight hair and the men wear a mustache and some beard. Their customs are much like the Aetas.

North and east of Carranglan is a tribe called Illongotes. These people are lighter in color than the others, and are as large as the average American. The hair is straight and cut off around the head about an inch above the ears. Below this line the hair is plucked. Their habits and customs are nearly the same as the other tribes. All are known as "head hunters." No estimate has been made of the number of any of these tribes; however, I think there are not more than 3,000.

Nueva Vizcaya.—This province, lying north of the Caraballo Mountains and west of Isabela, includes the valley of the Magat River and the slopes of two mountain ranges, one on the east and the other on the west.

In a letter dated January 15, Mr. W. B. Freer, deputy division superintendent, says:

"The province is considered by those who have traveled over Luzon to be the best in the island in perhaps every respect except its remoteness. The products are rice and coffee first, sugar, salt, camotes, Irish potatoes, and the usual tropical fruits. We see in the market also green and mature onions, beans, fish, poultry, eggs, cabbages, turnips, beets, and tobacco. Coffee is not cultivated but grows wild. Sweet potatoes are large and fine. The sugar is inferior to that around San Isidro.

"This is a good stock country, and there were numerous herds of Australian cattle before the insurrection, but practically all were lost.

"The climate is the coolest in the island. At present I am compelled to wear a flannel shirt all the morning and sometimes all day to keep warm.

"The people are superior. Of course the great majority are poor and ignorant, as elsewhere, but even they are superior to the poor in other provinces. In the towns there are many families who are educated and refined—of course the degree of refinement is not up to that of the Caucasians. A number of families here send their young people to Manila or Hongkong to be educated."

In this province there are about 50,000 Cagayans, 50,000 Ilocanos, 5,000 Guduungs, and 60,000 Igorrotes. The first three races are civilized, have comfortable houses, engage in agriculture, and some are educated.

The Igorrotes are inferior to the others, yet they are industrious and friendly, and desire American teachers.

Four American teachers were sent to this province in November, 1901. Under their management, and with the help of 20 native teachers, the school enrollment is more than 1,500 pupils. Old and young are anxious to study. On account of the difficulties of transportation the great problem has been to furnish them with school supplies.

Principe and Infanta.—These provinces, occupying the eastern slope of the Sierra Madre range and the narrow Pacific coast plain, have not the large prairie areas that are found on the western slope and in the Pampanga River plain, but are for the most part covered with a heavy forest growth. At Baler, Casiguran, and San José, in Principe, there are probably 1,200 civilized Tagalogs. The province is for the most part unexplored.

At Binangonan and on the Polillo Islands, in Infanta, there are approximately 5,000 people. The majority of these are civilized Tagalogs.

Educational matters.—Understanding a little of the topography of this division, remembering the alternate rainy seasons in the east and west slopes of the Sierra Madre range, with their consequent inundations, and the almost impossible transportation, and the many different languages spoken, we can appreciate a few of the difficulties which the division superintendent must overcome in establishing schools.

The people are generally anxious to learn the English language and at first are very enthusiastic over the idea of having an American teacher and American books; but as time progresses and they see that the learning of English means hard work, and that to have schools they must provide suitable houses and furniture, their ardor cools somewhat. Many of the municipal councils are so impressed with the importance of the municipal government that they think a large "presidencia" of more importance than a schoolhouse. For the past six months the greatest effort has been to provide suitable buildings. During the next half year we shall push the building proposition, and try to have 1,000 wooden desks made.

At present there are in the division 5 wood buildings owned by the municipalities, 9 bamboo buildings owned by the municipalities, 2 wood buildings under construction, 9 bamboo buildings under construction, 12 wood buildings rented, and about 55 schools in bamboo sheds or under private houses.

Of these houses, one, at Cuyapo, is furnished with sufficient homemade wood desks. With this I hand you a photograph of the desk. Two have a few old Spanish desks and the others have nothing but two to five long benches each, usually borrowed from the church. In many of these schools the children are compelled to sit on the floor. During April ten of the municipalities will be given a few American desks.

Attendance.—While the attendance has been all that the American teachers could care for with the poor facilities, it is not satisfactory from the standpoint of regularity. After the novelty of the school has worn away and the teachers require certain work every day, the pupils are inclined to drop out. In three municipalities compulsory laws have been enacted and a truant policeman assigned to look after the absentees. This plan is the best yet devised, but is not altogether satisfactory.

The actual enrollment in the schools of Nueva Ecija under the supervision of thirteen American teachers is 2,328. In schools where there are no American teachers the enrollment is approximately 3,500.

Progress.—The Filipino is a ready imitator, and in some things, as drawing and writing, makes better progress than the average American child. In studies, which require the use of the reasoning powers he is slow, and much tact and patience are required on the part of the teacher.

Altogether, I think the young Filipino is quick to learn, and as soon as he shall have acquired a working knowledge of a sufficient vocabulary his progress will be rapid.

American teachers first commenced work in this division during the last week of September, 1901. A part of the results of their work is shown in the first provincial normal institute, now in its third week, here in San Isidro. There are 98 native teachers and aspirants enrolled. The decorum, attention, interest, and enthusiasm shown will compare favorably with that of any similar gathering of people anywhere in the United States.

From S. C. Newsom, division superintendent of schools, Pangasinan, Tarlac, and Zambales.

The leading people are called Pangasinans. The northern and western parts of the province have a large admixture of Chinese blood which produces a type almost as fair as a Caucasian. There are many Chinamen in the larger towns, and nearly all the business of Dagupan is done by them. The Pangasinan-Chinese mestizo is not usually bright, but he is sensible, peaceable, and industrious. In the eastern part of the province are the Ilocanos and a few Igorrotes. The Ilocano is considered an excellent worker. He is a good farmer. Near two places in Pangasinan are bands of Negritos, Mangatarem, and Pozorrubio. There are a few Tagalogs in the province. They are disliked by those "to the manor born" and in turn hold the Pangasinans in utter contempt. * * *

The province of Tarlac has 17 pueblos and 17 American teachers. * * * There is only one pueblo in the province without an American teacher, to which it is advisable to assign one. * * * In Tarlac Province many tribes are represented. The Pampangans are numerous in the south. There are many Ilocanos and Tagalogs. In the north, including Camiling and vicinity, the people are largely Pangasinans. * * *

The province of Zambales has 25 pueblos and 18 teachers. * * * Fourteen of the 25 pueblos are under the supervision of American teachers. * * *

Speaking of the whole province, Zambales is poor and uncultivated. The population is mixed. In the country north of Iba and south of Alaminos there are few people and the country, while magnificent in prospect and possibilities, seems almost barren of civilization. The people here are called Zambalians. They like to live in the hills and are exceedingly stupid and lethargic. * * *

South of Iba and north of and including Alaminos, the people are very different. Alaminos and Bolinao have many Pangasinans, who are generally intelligent and industrious. From Iba to Olongapo the Tagalog and Spanish-Tagalog mestizo predominate. These people are restless, bright, and intelligent. I was much pleased with the spirit of the officials. Doubtless they are "tricky," but there can be no doubt of their intelligence and intellectual superiority. The attitude of this section toward the American teacher is excellent and, I believe, more than half sincere. The presidente at San Marcelino is, I should say, seven-eighths Spaniard, and one of the most intelligent municipal officials I have met in my division.

From David Gibbs, division superintendent of schools, Pampanga, Bulacan, and Bataan.

The provinces of Pampanga, Bulacan, and Bataan have a population of 470,000. They are situated on the northern and western border of Manila Bay.

The province of Bataan is a peninsula between Manila Bay and the China Sea, formed by an extension of the Zambales Mountains. The coast on the China Sea is hilly and has but little cultivated land. The hills and the mountain slopes are well wooded. Lumbering is the important industry. On the bay side the foothills and a narrow plain form a strip of very fertile land. Rice, sugar cane, camotes, coconuts, and bananas are grown for the Manila market. The greater portion of the province consists of mountains densely wooded to the tops. Timber is a very rich source of income to the people. The methods of lumbering are laborious and very wasteful. The timber must be cut miles from the coast. The log is squared by hewing, often cutting away a large portion. It is then dragged through the narrow mountain trails to some stream and finally floated to its destination, where it is shaped into a banca or sawed by hand. Modern tools and methods of lumbering must be introduced. The valuable trees stand far apart in the forest. No timber is being planted. The mountain soil becomes unproductive when bared and allowed to wash away. The proper care of the forests should form a portion of our education of the people and will call for special attention from the government.

The provinces of Pampanga and Bulacan lie in a broad, fertile, well-watered plain, 40 to 50 miles wide, having the Zambales Mountains on the west and the Bulacan Mountains on the east, and extending from Manila Bay on the south to Dagupan on the north. This is the great rice field of the Philippines. Every portion of the plain can be irrigated. The provinces are crossed by many rivers.

In the region about the bay there are extensive nipa swamps. Here fishing is the great industry. Crabs and oysters are abundant. There are extensive fish ponds, which are regularly stocked, and the contents later sold at auction. The

products are of an inferior quality. Proper methods of culture, better varieties, and good methods of drying and preserving are greatly needed.

In the region extending from the swamps and gradually sloping to the foothills, agriculture is the great industry, and rice and sugar cane are the important products. The methods of gathering, thrashing, and hulling rice are crude, laborious, and wasteful. There is no idea of rotation of crops, no fertilization of the soil. There is great need of instruction in agriculture. Modern methods, tools, and machinery must be introduced. The relation of products and soils must be studied. The people are governed in agricultural and industrial matters as in their religion—largely by prejudice and superstition. There is no forethought, no planning for the years to come. The mango tree insures a profitable income, but the trees are not planted. There are no mango orchards. Banana orchards are common, but they are not cultivated, and are of a very inferior quality. Everything possible is left to nature.

In the manual industries there is also a good field for educational effort. The Filipino is not a manufacturer. With the exception of a few minor articles he imports all his manufactured goods. He can weave cloth, make water jars, hats, bolos, bancas, carriages, and bamboo furniture. Even these simple articles seem to be controlled by localities. In one barrio every house is the home of a potter. In another, blacksmiths dwell door to door and buy their jars from the neighboring barrio, or their hats from another. Potters' clay is common throughout the region, yet only in one locality is the making of pottery an extensive industry. The Filipino is quick to imitate, but lacks initiative and business enterprise. His constructive imagination must be awakened. Industrial education will introduce new ideals, increase the earning power of the individual, open the way to widening influences, and the suppression of superstition. Education for life is a new idea, but it is the idea most needed. The public elementary and provincial schools must interest the coming generations in the soil and in manual occupations. The Filipino will never be a philosopher, nor deeply a scientist. He may develop linguistic and literary powers, but on the whole he must remain a man of the soil and of the saw. Education for culture is also necessary that prejudices and superstitions may be overcome, and that the Filipino may understand his true position in the world and learn methods of self-development.

The public school has come to a people living in the most fertile country in the world, but who live from day to day on a little rice, whose children lack sufficient food for proper growth, who cultivate the soil with crude implements, and show little forethought in their planting; who, living in one of the most healthful countries, yet maintain a very high death rate, and who, dwelling in a beautiful land, have no literature, no poetry, and no art. Everything in the geographical conditions has favored the people. But they have been church-ridden for centuries, trained in superstition and deceit—industrial and political slaves. An education which will first bring the coming generations to understand and to take advantage of the natural conditions surrounding them, and secondly open the way to the culture and the progressive ideals of the civilized world, is necessary. The public elementary schools already established have made a good beginning and have done more than anything else to secure the good will of the people and to impress them with the importance of improving their condition as the first necessity.

From F. T. Clark, division superintendent of schools, Rizal and Laguna.

The division of Rizal and Laguna includes the territory immediately surrounding Manila and Laguna de Bay. It is a beautiful and picturesque country, in many places capable of almost unlimited natural development. The division extends but a little way south of Manila, where the fishing towns of Malibay and Parañaque are situated. Las Piñas is the most southern town, and lies close to Cavite. Pasay is regarded as a sort of suburb of Manila, and here there is an extensive race track.

To the north is Caloocan, with its huge cockpits. Malabon (Tambobong), a town of nearly 20,000 souls, furnishes fish for Manila from Manila Bay. Navotas, just across the river from Malabon, is regarded as wealthy for a fishing village.

The country toward the east is crossed by the Pasig River, and the entire course of this stream is marked by villages which might almost be regarded as one large, loosely connected town. The Mariquina River flows into the Pasig just below the town of Pasig. It follows a rich valley far into the mountains in the north of Rizal, and much of its course is marked by rich paddies of rice. The town of Mariquina makes many of the native shoes found in the Manila markets, and has

a thriving, industrious population. Pasig itself, the capital of Rizal Province, manufactures much coarse pottery, such as the native red water jars.

Farther on toward the east, and reached by carromata over a fine road through splendid rice fields, is the town of Cainta, historically interesting as having for its inhabitants the descendants of those Sepoys who revolted from their English leaders during the English occupation of Manila, and settled in this town, where many of them still boast of their pure Indian blood. They have fine, regular features, quite different from the neighboring Tagalogs, and but for their dark skins might belong to the Caucasian race. Farther still is Taytay, and beyond that, Antipolo, a mountain town which owes its existence to the celebrated statue of Our Lady of Peace, carefully guarded in the church. The value of the jewels of this statue is variously estimated at from \$50,000 to \$4,000,000, and certainly she is a splendid sight as she stands in her niche, lighted by candles, and gazes calmly down upon her worshipers. Morong, the ancient capital of Morong Province, is a rather desolate place now, though its people are happy and hopeful of better things. Near it in the mountains are several villages of Negritos, the primitive inhabitants of the islands. The country north and east of the lake as far as Laguna is poor agriculturally, but its mountains contain valuable timber and, according to some accounts, much coal and valuable minerals.

The province of Laguna consists of a level tract several miles wide along the eastern and southern shore of the lake, backed by a sweep of wild mountains, among which are Banahao and San Cristobal. The province is at present under military rule, the ports closed, and business at a standstill, but, in spite of all this, local affairs move on, the people buy and sell on a small scale in their towns, and there are few signs of military occupation. The insurgents, who give trouble, are hiding in the uplands and among the peaks, and are rarely heard from in the immediate lake region. The low section of country, following the curve of the lake from the east to the south, is the garden spot of the world. Coconut groves extend on both sides of every road for miles and miles, and far up among the foothills to the dreary elevations where the soldier's "like" begins. There is no tropical fruit which does not grow here. San Pablo is in a perfect bower of oranges. Biñan raises the finest chicos of the province. Lanzones and bananas are too common to mention, while papaias and mangoes fall to the ground for lack of enough inhabitants to eat them.

This division is inhabited almost exclusively by the Tagalogs, and I have found them a generous, hospitable, high-spirited people, many of whom are able to read and write Spanish and Tagalog, and who have taken up the study of English with enthusiasm. The inhabitants of Laguna, in particular, are a fine race. I have never seen anything more exquisite than the hospitality of a Tagalog gentleman of this province—the happiest possible upgiving of self to the enjoyment of his guest, but absolutely without self-assertion. I often feel like a barbarian among them.

Schoolhouses are being built everywhere, and English education is prospering. Everybody tries to speak English, even if it is only "hello!" I am constantly meeting children who are able to take part in quite a sustained conversation, and young men and women have everywhere become eager students. Many towns are clamoring for American teachers. In this town of Pagsanjan the American teachers tell me they might have more men and women than they could teach every night in the week till 11 o'clock if their own health would stand the strain. I not only feel encouraged over the state of things, I feel jubilant. I know these people are capable of fine things. I believe they are capable of the best things. And I fully believe that if I had American teachers enough to place one in every town that has sent in a petition, the result as a means of pacification would not long remain doubtful.

From M. A. Colton, division superintendent of schools, Cavite, Tayabas, and Batangas.

The division of Cavite, Tayabas, and Batangas is the Tagalo country. Batangas is the heart of it. Here in Batangas the Tagalo language is uncorrupted, comparatively speaking, and old Tagalo customs still hold. The feudal system reigns supreme. The economical, the political, and the martial battles are still fought by serfs for the "principales." The common "hombre" does not count. Caste is still recognized and somewhat well defined, although it shows some clear signs of breaking under certain influences of later years in addition to unfavorable environment of long standing, e. g., contact with Cavite, Manila, etc. In the

first class are those who do no manual labor, including their women, who "toil not, neither do they spin;" the second consists of shopkeepers, etc.; the third class is composed of the common workman and laborer and of the rabble. The gulf between these classes is not impassable; wealth may bridge it. Marriage customs and the conventions of courtship are quite fixed. Custom and long years of not very hard servitude have sapped the initiative of the common "hombre" and rendered him contented with his serfdom. His lord, or "principal," the landed proprietor, in return cares for him, e. g., gives him floor space in which to put his "petati" if he comes to town, or is "reconcentrated," and is his protector if he is prosecuted or arrested. In short, the principal thinks for him. He digs, votes, and fights loyally for his lord.

In Cavite Province all this has been changed, especially by long years of subjection to the friars, until class distinction based on old Tagalo customs does not exist to any appreciable extent. The principales were largely forced into the second class and many of the lower class have been raised into the second class by being trusted servants of the friars—left in charge of the property, with more or less authority. Thus until recent years the classes in Cavite were reduced to two—second and third. The friars themselves, by gaining possession of the land, displaced the first class. There are still remnants of the feudal system, and chiefs in every town who have their "clientèle," but social distinctions are not so well defined. Even the remaining representatives of the first class owe their existence to compromise with the friars and subservience to them, and to the need of the government of a few men in each town between whom to alternate such offices as *gobernadorcillo*. Now under American rule politics runs high, family feuds are frequent, as formerly, and the *presidentes* are largely elected by their own "clientèle" and faction. The second class, too, kissed the friar's hand. The common man was subjected economically and politically to the friar. As hinted above, dating from the beginning of the sacerdotal cataclysm of 1895, and for other various reasons, the principales are coming into their own in Cavite Province. A minor factor is the Cavite arsenal, now employing about 4,000 men, and even in Spanish times forming a nucleus of loyal natives who spoke Spanish, or, to be more accurate, who used *chabacano*, or the "lengua de tienda."

In the remainder of Cavite Province, notwithstanding the nearness of Manila and Cavite, Spanish is not spoken much more than in Batangas and Tayabas, owing to the former wealth of the "principales," especially in Batangas Province. Everywhere Spanish is the polite as well as, of course, the official language. Of the average town council about three-fourths or more would speak Spanish. To give an example of the use of Spanish as the polite language, if the *presidente* of, say, Mauban, Tayabas Province, went to call on the vice-*presidente*, they would talk Spanish; as the *presidente* walked home, if he met a friend he would talk Spanish; but when he arrived home he would of course talk to his wife and children in Tagalo. If he gave a dance that evening he and his guests would talk Spanish, at least, as many of them as could. Spanish to him is the sign of education and culture, and must be used in public, much as he presents knives and forks to his invited guests and himself appears dressed in European clothes, whereas in the bosom of his family he wears his Tagalo gauze shirt and in all probability eats with his fingers. It should be noted, however, that the "principal" gracefully throws the rice ball into his mouth from the fingers with great "delicadeza," and not as the common "hombre" does. For reasons just indicated it has been difficult to wean the better classes from Spanish, but we are slowly making our way. They do not in any way oppose English except in so far as it is in opposition to desire Spanish at the same time with English. With the establishment of the secondary schools we hope to reach this class better, and to reach those whose pride does not permit attendance at primary schools on account of age. Again, the serfdom mentioned above affects our attendance, but we have in school many more than we can accommodate.

In Cavite Province rice is the staple product; in Tayabas the chief crops are rice and cocoanuts, with a little hemp. Coffee and sugar were principal crops in Batangas previous to 1895, since which date little but rice has been grown. Important subsidiary crops are hemp and oranges. The climate is considerably cooler in the mountainous parts of all these provinces. Lucban, in Tayabas Province, is perhaps the coolest place in the division, and must be some 1,500 feet above sea level.

I have suffered from the cold there so that while sitting in the house I was obliged to wrap myself up in an army blanket to keep warm. It is a very interesting little manufacturing town, and has our banner average attendance of 550. It is situated near the mountain range running from northwest to southeast and

dividing Tayabas Province into two parts, almost without communication, the one with the other, such communication being by means of two nearly impassable trails, one from Lucban to Mauban, the other from Lagnimanoc to Atimonan.

The common hombre in Batangas has fought for liberty only because he was told to do so. There is no evidence that he cares to change the conditions of his servitude, whether under American or Filipino rule. At the beginning of the reconcentration, as many as a hundred hombres would be housed by one "lord" in his own house; now they have shacks. Owing to the conditions of sparse settlement of the barrios formerly, reconcentration is seen in model form at Tanauan, Batangas Province. Each barrio has its own square in the camp of nipa shacks, and each square has its schoolhouse. There are about 2,000 children enrolled, which is, it seems to me, unparalleled in the history of the world.

From W. H. Hilts, division superintendent of schools, Camarines, Albay, and Sorsogon.

Transportation throughout my division is an exceedingly difficult problem. Owing to the death of all native ponies and nearly all the carabaos, it is almost impossible to get from place to place, and I have to depend on the military officers in most places for transportation by cavalry horses, or walk; and the condition of the roads at this season of the year makes traveling difficult in either case.

* * *

As a result of recent local outbreaks by insurgents in different places, I have been advised by military authorities not to travel without a strong escort, but I went through these places, sometimes at midnight and alone, and was not molested.

* * *

In the province of Albay, I found schools in as favorable a condition as could be expected at the present time. There seems to be an abundance of money, Albay being considered as one of the richest provinces in the archipelago. Its production of hemp is 40 per cent of the entire output of the archipelago.

* * *

The chief hindrance to the school question is the lack of school buildings. This is not due to the lack of funds but to the fact that during the recent insurrection nearly all of the school buildings were destroyed by fire. Evidences remain of what were originally very fine school buildings, and some walls are still standing.

* * *

Governor Betts is intensely interested in the school question, and he has the confidence and respect of his people, and his wish is their law.

* * *

Some of the buildings used for schoolhouses are in a dreadful condition, poorly adapted and unsanitary, but they have already begun the erection of suitable buildings. In view of the condition in the province of Albay, I have no special recommendation to make nor assistance to ask for.

* * *

Of course we must expect some opposition on the part of the church, and already the padres are organizing private schools, and some of them are to have some instruction in English. In fact, some of the padres have gone so far as to offer some of my teachers a proposition with better financial inducements, if they would take charge of the English work in the padres' schools.

* * *

It will be almost impossible to get to C'tanduanes or to travel over it if I could get there.

* * *

I have had no reports from the teachers stationed there, and I can not hear from them as to conditions and needs in time for your January report. The governor has been there and says the people are very enthusiastic about schools.

* * *

If the provinces of Albay and Sorsogon were provided with launches for civil officers, it would simplify matters considerably.

* * *

The devastation throughout the whole province, caused by the insurgents, is most deplorable. Albay, Daraga, Guinobatan, Camalig, all large and beautiful towns, were totally destroyed. Daraga was the wealthiest town in the province, and the ruins give but a small idea of its past grandeur.

* * *

Sorsogon is torn up most of the time by small insurrections, but news of which seldom reaches the authorities at Manila. One such occurred while I was there, and apparently great numbers of natives were killed. So far they have not interfered with schools, and I think we will be left alone.

The problem of transportation in Sorsogon is even worse than in Albay. There are no regular boats plying between the various ports, and it is impossible to travel overland on account of the nature of the country, hence one must depend on bancas or exhaust his patience waiting for the army launch, which goes on special errands when so ordered. The lack of Filipino teachers is greater than in Albay, some schools being entirely without them. In my opinion, Sorsogon needs no special help in a financial way.

From H. G. Squier, division superintendent of schools, Masbate, Romblon, Marinduque, and Mindoro.

Up to a year ago this was one of the chief stock-raising provinces in the archipelago. At that time the cattle alone numbered from 150,000 to 200,000 head, while now, owing to the rinderpest, there are barely 5,000 in the entire province. Horses, however, are here in goodly number.

This heavy loss, together with the destruction of towns and farms during the insurrection, has completely paralyzed all industries.

The climate is very cool and healthful. The soil is exceedingly fertile. A great part of both the islands of Ticao and Masbate consists of low rolling grass or prairie lands, the natural pasturage for thousands of cattle and horses. In the valleys numerous groves of cocoanut palms and abaca (hemp) are found, while on the sidehills rice, bananas, and camotes (sweet potatoes) grow in abundance. The inhabitants are very poor, but appear to be industrious. During the past eight months at least 500 new houses have been built in the different towns and pueblos. The work done is of the crudest kind. The people seem anxious to work, but appear at a loss to know which way to turn, for in the past they devoted all their efforts to stock raising and very little to agriculture. The mountains abound in the finest of timber, and several coal and gold beds are now being prospected.

On the islands of Masbate and Ticao there are a number of mountain streams with sufficient fall to enable the establishment of many most excellent water powers, but of the use of this power the inhabitants seem to be entirely ignorant, and are willing to grind out their corn and rice by the slow, laborious method peculiar to the locality. Their cocoanut groves are almost entirely uncultivated. Many young cocoanut and abaca (hemp) trees have been planted during the past six months.

In the matter of education the people are very much interested, and in every pueblo and even in many of the smaller barrios schoolhouses have been erected during the past year.

Several public improvements are under consideration—notably the opening up of a wagon road from Masbate to Uson, the building of a provincial capital building, etc. These improvements are a necessity in order that the people may be given an opportunity to earn the means by which they can purchase the necessities of life. As to peace and contentment, each one seems to be anxious to assist the Americans in every way he can. * * *

After a very careful study of the conditions and resources of the province, I am firmly convinced that the best possible means of assisting the people, bringing out and developing the dormant resources of the islands, and thus insuring peace and prosperity to all, is by the erection and establishment of a first-class agricultural and trade school at Masbate.

In bringing this matter to the attention of the provincial board of officers, they, by resolution, set aside 30 acres of their best land as a site for said school, and agreed to set aside other tracts if desired.

By the establishment of this school much can be done in bringing about a better and more enlightened cultivation of the lands, and by a judicious management of the choice of work to be done the articles made can be made a source of considerable revenue. Such a school, furnished with good workshops, can be made the center of industrial education for the entire province. It will, without doubt, have even a more beneficial and lasting effect on the future wealth, happiness, and contentment of the people than did England's establishment of factories in their colonies of Afghanistan.

From Barker B. Sherman, division superintendent of schools, Leyte and Samar.

Our first tour proved:

First. That there are many native instructors of low intelligence and nonprogressive, many without other than local education, and many whom years of study abroad have neither trained to studious habits, nor stocked with information, nor stimulated to fertility in methods of teaching.

Second. That there are few architectural attractions, and that the havoc of war and the slow coming of peace are no more powerful deterrents from school attendance than the site, sanitation, and equipment of the average schoolhouse. That in the towns where the sites are worst, excellent and eligible ones exist. It is equally true that in the three respects named, no such lack of interest is observable in churches, tribunals, or warehouses. At San Isidro the frame for a new building stood in the salt marsh, daily overflowed by the tide. At Carigara, where

the people were sinners above all others in their treatment of the school, a swamp filled with foulness and exhaling stench was beneath and behind the principal school building, which had been appropriated for a town hall and municipal offices. From Barugo to San Isidro, as well as in Hinunangan, on the east coast, the children's quarters looked and smelled like stables. The girls' room at Naval had been usurped by 56 goats, which, as I opened the door, started up from the tables, benches, and floors. At Carigara the retiring room had no screen from the assembly hall. In many of the buildings the separation of the floor planks had served the purpose of a "casilla," and in no case was an outhouse provided. The Filipino is perfectly clean; in hygiene and sanitation he is a great transgressor. If the crowded single rooms of the cabin are ever to give place to divided houses, and a resulting reduction of impurity and immorality, the schoolhouse must cease to be an offense.

As far as my assurances have reached, the people and all incumbents of municipal office, as well as actual teachers and applicants for work in the schools, understand that the department views a "título" simply as evidencing what a person knew when it was granted, and looks upon relationship to officials as no qualification whatever. The October examination, which has been commenced already, will probably weed the native teachers, and may bring out some latent teaching material in the different towns. * * *

I am required by the definition of my powers and duties in the school law to present some report of the agricultural conditions existing in the island. The products have been for years practically the same—hemp, tobacco, rice, corn, coconuts, and cacao. I place first the crop which is most abundant, because nature does most for the husbandmen, although the price of his harvest depends very much, as in a hay crop, on protection from the rains after cutting. The finest and whitest hemp I have seen was on the west side of the island, the best sample being found at Baybay. Small preference, however, can be given to that section above others. It is rather a matter of diligence of each tao. The hemp captured by the government in Malitbog Bay at the south commanded the highest price in the market, and abaca is the vegetation which meets the eye everywhere in passing about the island. The tobacco plant is cultivated in the vicinity of Maasin, but the land best suited to it runs around from Dulag through Burauan and Dagami and off to Alang-Alang and Jaro. The best quality of the crop is supposed to be found in the territory near the latter town. Coconut trees are cultivated apparently more in the eastern and northern part. Rice is raised upon Biliran and on the main island almost everywhere. The best display of it which I saw was in a fair-sized garden at Maasin, where a woman had made the palay (rice) look in its straight, thoroughly weeded rows not unlike a large onion or parsley bed in an Eastern United States market garden. But many a hill slope and many an inland meadow were covered with pala, growing finely. The cattle disease and slaughter of cattle by insurrectos and soldiers have so raised the price of these draft animals as to interfere with the tillage of heavy land. The plow used is a one-handed, excessively long-armed and clumsy tool, with which the tao, instead of furrowing the soil regularly in parallel lines, goes over and around and across the portion desired for planting until he has made it a sort of porridge. Few things can be conceived of so wearisome to men and cattle as steering and dragging a Visayan plow. The bolo is the only hand implement of the farmer. Peace would come faster if this were displaced by the hoe, the rake, spade, and ax.

The fine grazing land lying between the western Biliran towns and the base of the mountain range in that island would raise high hopes in a dairyman's breast. A prime quality of dry, white cheese is exported from Naval to the north shore of the main island. The soil of Leyte is nowhere poor. When it is not a strong clay, it is often a dark, sandy loam, or the result of vegetable decay, and the establishment of fast steamer lines among the islands might develop a market-garden traffic. The true wealth of the eastern Visayas lies in their splendid timber lands. Forestry and tillage go hand in hand, and any proposed agricultural school should have an instructor in forestry. It would be a great pity, for instance, to see a company swoop down on that extensive and heavily wooded promontory between Himinangan and Hinundayan and clean it to the ground, as some of our most valued watersheds in the States have been bared. The contents of its forests, I am told, are almost wholly molave, one of the first-class trees of the archipelago. I have forbore to say much of maize. It is food for men in some localities, in some chiefly for fowls. Its swift maturity and small grain make it valueless save in the dried state. I have never heard that the natives hulled it by boiling with lye and ate it thus cooked. It is broken into hominy with rude mortars or ground by the simple hand mills into coarse meal.

The people, as a whole, prefer rice. There may at some time be a use for it abroad to save better corn for human needs. But while fowls form so large a part of diet, as among this people, it were better that the maize should save the rice for the natives. * * *

From Gilbert N. Brink, division superintendent of schools, Island of Panay.

I found throughout the central portion of the province of Capiz, and in Capiz itself, a great deal of distress. In the town of Capiz the provincial government was daily feeding about 500 people. In the town of Pontevedra there was an average daily death rate of 11 from starvation. In the town of Pilar a death rate of 13. In the town of Dumalog the padre told me that he buried 400 in the month of June. One could not pass through the various towns without seeing on the streets men, women, and children, hollow-eyed, gaunt from hunger, and shivering from ill health. This, however, is but one side of the picture. The fields were heavily laden with the new crop of rice which will soon be gathered; then the stress will be over. Camotes were plentiful, fish could be had in abundance. The large sugar haciendas are destroyed, and thus a large number who have been accustomed to work on these plantations are without employment, and consequently in distress. These conditions will soon be almost wholly relieved by the harvesting of the new crop.

In the provincial board I found active and earnest supporters. Upon my reporting that a large number of the towns seemed to be unable to pay the salaries of native teachers, the provincial board voluntarily passed a resolution agreeing to allow every town which had need of its money sufficient to pay the salaries of native teachers until such time as the land taxes shall become available. Thus it remains only to be seen whether or not the towns are willing to borrow this money and increase the liability which would thus arise. For the most part I believe they will be willing to do so. * * *

Antique Province is in very good condition. The people are not in want. They are satisfied, contented, and prosperous. The provincial officers have done a great deal for this province. Finances are in good condition and interest in school matters is widespread. Major Holbrook, governor of the province, has been specially active in school matters, has had soldiers detailed to teach wherever possible, and has continually kept school interests before the people. * * *

Iloilo Province has 51 pueblos, a large majority of which are in the interior. The provincial treasurer reports a great deal of poverty in the distant towns and the municipal treasuries as being empty. From all reports which I have received up to date I judge that the interest in school matters is widespread, but that the ability on the part of the town to assist is limited. It will doubtless be necessary, before any marked advance can be made, to secure a large number of school-houses. This, under present conditions, can only be done by aid from the insular government. It is probable that some advancement can be made in this line next year after money from the land tax becomes available, but resources from this source will be limited the first year in Iloilo Province and also in Capiz Province, because of the great poverty of the people and shortage in crops. The provincial board has expressed itself unofficially to me as being very willing and glad to render me every assistance possible. With its aid and the cooperation of our teachers a very general progress is insured, but it will be slow and won at a large cost.

The island of Panay is at present wholly pacified. The only disturbing elements are roving bands of ladrones, who carry on a somewhat general course of pillage. The distress among the people, caused by failure of crops, loss of carabao, and ill health, will soon be very greatly alleviated by the incoming crops. The people all over the island are anxious to have schools established for their children. The presidentes are on the whole inefficient, but desirous of having American teachers sent to their towns. The provincial boards are very much in sympathy with our work, have already done good service, and have pledged their hearty support for the future. The Philippines constabulary, which is just organized in Panay, has, through its officers, expressed itself as anxious to lend us every assistance in its power. The conditions of transportation will make the work more than usually difficult, but each of the provincial governments is taking active steps to improve roads in its territory. The educational outlook for the island is in every respect hopeful. Improvement and growth in our schools will, unless some unforeseen event hinders, be slow and steady. It will be the work of years, rather than months, to really touch in any large way the population of the interior.

From George W. Beattie, division superintendent of schools, island of Negros.

I am endeavoring to make myself familiar with the situation in the different municipalities as rapidly as possible. Working to this end, I met the American ladies stationed at Silay and Talisay while accompanying Mr. Stone to his steamer landing in the former town.

A week later I went with an ox team to Sumag and Bago, and horseback the following day from Bago to Maaao. It was my purpose to extend my trip to the experimental farm at La Granja, but heavy rains made the rivers impassable, so I returned to Bacolod on the third day.

Last week, by courtesy of Colonel Miner, I went on the ration boat on its trip to the northern and eastern stations of this province, visiting Manapla, Cadiz Nuevo, Danao River near Escalante, and San Carlos, being absent four days.

When I arrived most of the American teachers assigned to this island had been sent to permanent stations. * * * Some rearranging was found necessary after my arrival, several of the towns to which one teacher had been assigned being found large enough to justify the placing of two teachers therein permanently. * * * Colonel Miner advised against stationing women in any of the towns of the northern coast, because of the existence of trouble with ladrones. * * *

Arrangements have been made for a school of higher grade than the primary in Bacolod, and instruction will begin there this week. As the provincial government declined to assist in the matter, the municipality of Bacolod has supplied a room; pupils from the town will be admitted free, and a monthly fee of one peso is to be collected from each pupil from other towns in the province, for the purpose of paying rent and incidental expenses.

While in Maaao I was the guest of Señor Juan Araneta, and had a long conversation with him about the agricultural conditions of the island. He is greatly interested in the American way of doing things, having been in California himself, and has experimented with many new seeds, etc. * * *

The idea of a boarding school seems to be inseparably connected with the schools of a higher grade in the minds of Filipinos. From the week of my arrival this idea has been continually presented to me in my conversations with people interested in schools.

Perhaps some form of dormitory system is going to be necessary in order to make a success of such schools. Probably some contract could be made with a Filipino, willing to undertake it, to board and lodge pupils at a certain price. Possibly it will be necessary for the government to supply the house and furniture necessary for operating such a scheme. So far no pupil has come to the grammar school here from outside of the town, though there was an average attendance of 25 Bacolod pupils in the month of November. The lack of boarding accommodations seems to be the greatest obstacle to attendance from other towns. A few are promised for January.

We can make a success of a high school only by putting forth much individual effort to secure the attendance of sons of wealthy hacendados who now send their young people to Manila. * * *

Ten days of the past month (November) were spent in the saddle visiting schools, and I now have been in every town in Occidental Negros in which an American teacher is working, and to several that have only native instructors. Rumors of activity on the part of ladrones and insurrectos in the southern part of the province led me to hasten in that direction that I might know for myself the condition of affairs and judge of the safety of our teachers on the frontier. The town of Iso, 20 miles distant from the nearest American teacher, was burned about one week before my trip was undertaken. For protection and assistance, my deputy, Mr. Lee, accompanied me, both of us being armed, and over the southern end of the route a native municipal policeman went with us as guide, the road being so bad as to make frequent detours necessary in order to avoid the impassable portions. * * *

Binalbagan was the hardest field to which a teacher of English has been assigned in this province. * * * The presidente put on his white clothes and met us in the Casa Popular. Getting him between us, Mr. Lee and I gave him the worst "raking" he had had for many a day, Mr. Lee supplying the Spanish and Visayan necessary in such a startling manner that the old man trembled from head to foot. In reply to his plea, "lack of funds," "poor children in rice fields," etc., I told him there must be suitable sanitary arrangements, the attendance must improve, and there must be a girls' school before my return next week or I should remove the American teacher from the town. The treatment was evidently effective, for when we returned a few days later the attendance of the boys' school had doubled,

the girls' school had been repaired, the wife of the secretary was teaching a class of girls, and the water-closet demanded had been built. * * *

In Cabancalan the boys' school was large and the attendance was regular. I did not visit the girls' school. * * * Found the presidente an active, interested man. In this town a fine is imposed for nonattendance and seems to be very effective. * * *

After my return to Bacolod, I went north alone as far as Saravia, visiting Talisay and Silay, the two latter being towns previously visited. The presidente of Saravia was out of town, but I passed a pleasant evening in the house of Señor Reyes, a member of the school board, with whom the two American teachers board. The priest at Saravia came in at my request, and we discussed the question of holidays, which had caused some trouble previously. I am hopeful that substantial gain will result from the conference. The presidente of Saravia is active in securing attendance at school, sending the police after absentees. The native maestro is a superior teacher.

Travel in Negros in the rainy season is very difficult to accomplish. Riding horseback is the only practicable way of getting around, and that is often attended with trouble. The road from San Enrique to La Carlota is by far the worst one I have ever seen. For more than a mile it is built through a swamp which apparently has no bottom. We were obliged to pick our way on foot, leading our ponies that plunged to their bellies at almost every leap. To add to our discomfort the rain was coming down in torrents, and we reached La Carlota looking thoroughly disreputable. Another rain soaked us on our way from Jimamaylan to Cabancalan. Coming from Maao to Bacolod on a previous trip, we rode in a heavy rain from 8 a. m. till 4 p. m., finding it necessary to strip and swim one river that was too deep and swift to ford. An American teacher at home would think it strange to be visited by a superintendent plastered with mud and wearing a revolver, but such is life in the Philippines.

The field, however, is an intensely interesting one to me.

The situation bristles with problems, and I am glad of the opportunity to help solve some of them.

Next month will be spent in Oriental Negros, and I hope to know that field as thoroughly as I do the western province.

I have visited every town in Occidental Negros in which an American teacher is located, and have made a special study of the existing conditions in regard to this matter. There are some presidentes whom I respect highly for their evident desire to do the best thing possible for their schools, but the best of them are wholly unfamiliar with such duties and responsibilities as are about to be thrust upon them when the taxes for this year are collected. In other towns the presidentes are absolutely worthless, and will look upon the school funds as legitimate spoil for themselves and their hangers-on. I have in mind particularly one presidente of a town in which a feudal system exists. The entire property of the town belongs to one wealthy Filipino, who is a nonresident most of the year. The inhabitants are serfs. The municipal officers are merely tools of the proprietor and make no move except at his beck and nod. The cockpit is in the yard of the Casa Popular, and the presidente is more interested in betting on fights conducted there than in any official business. The strongest teacher in the island has been located in this town, and he wrote me last week that he believed his time was being wasted. * * *

The present law would not work satisfactorily in America with American school trustees. It seems like inviting scandal to put at the disposal of Filipino school officials more money than many of them have ever seen, giving them opportunity to spend improperly more than all their possessions are worth. * * *

The Filipino is in his element when playing a waiting game, but such a game is death to an American.

From H. E. Bard, division superintendent of schools, island of Cebu.

The division of Cebu comprises the province of Cebu, which is made up of the island of Cebu and the smaller islands of Bantayan, Mactan, and the Camotes. The Camotes, which lie off in the sea about halfway between the island of Cebu and Leyte, comprise the three islands Pasijan, Porson, and Poro and a number of smaller islands. These have a total area of about 150 square miles, and a total population of 11,145. They comprise four pueblos, San Francisco, Pilar, Poro, and Tudela, the first being the most important. The islands are difficult of access. They have no military station and very little trading is carried on.

Nothing has been done as yet with the schools. Two Filipino teachers, one a

lady 50 years old and one a man 30 years, came to the Normal Institute, but soon returned, being unable to make any headway in the work.

The island of Mactan lies to the east of the city of Cebu. It is about 11 miles long and about 5 miles wide. It is divided into three pueblos and has a total population of 13,075. The town of Opon, with a population of a little less than 7,000, is the principal town, and is well situated on the point to the east of the city of Cebu. This is and was the scene of the death of Magellan. The large monument erected to his memory by the Spaniards attracts many sightseers and travelers. There is very little evidence of work of any kind on this island. It supplies a large number of "muchachos" and other classes of laborers for Cebu, whose families, often wives and children, live on the island. The people have nothing to do. There are practically no beasts of burden.

Bantayan lies to the west of the north point of Cebu. This island has an area of 72 square miles and a total population of 14,545. It comprises three pueblos, Bantayan, Santa Fe, and Madridejos. Bantayan is a good pueblo, and the people are greatly interested in everything that makes for progress. Fishing is the chief occupation of the people. Many beautiful and rare shells are found, also some valuable pearls. Many of the women are engaged in weaving piña cloth. No agriculture is possible. An American teacher was stationed at Bantayan for a few months, when he resigned from the department to accept a commission in the Army. The attendance while he was there rapidly increased from 30 or 40 to over 300. The presidente with four of his councilmen came to Cebu in person, requesting that two good teachers be sent them at the beginning of the next school year. This island, like the Camotes, is at all times difficult and sometimes impossible of access.

The island of Cebu is a long stretch of land lying between the island of Negros on the west and the islands of Leyte and Bohol on the east. It is 150 miles in length and extends from south by west to north by east. It varies in width from 5 to 30 miles, the widest place being a short distance to the north of the city of Cebu. The island is traversed by from two to five ranges of mountains. Some of these mountains are only a few hundred feet in height, while others are variously estimated to be from 2,000 to 3,000 feet. There are comparatively few rocky crags or inaccessible points. In fact by far the larger per cent of the land is capable of cultivation, and only a small per cent is waste land. The mountains in many places extend quite to the coast. The coast for the most part is regular. There are no rivers of importance, but there is a large number of river beds which contain water for a short time after heavy rains.

There are some good roads along the east coast south of Cebu and north of Cebu as far as Danao. The roads are good also on the west coast north of Balamboan. The most serious difficulty is the lack of bridges. There are five or six trails across the mountains, but none of them are good. The one from Carcar to Barili is the best, and this is all but impassable when there is much rain.

The island of Cebu has an area of 1,800 square miles and a population variously estimated to be from 450,000 to 550,000. There are 47 pueblos, varying in size and population. All the capital towns and almost all the barrio towns are situated on the coast. Many of them are beautifully situated, with water front and mountain background. The beach in places is exceedingly fine. Practically all the people live either in the capital or barrio towns. Only a few live in the mountains.

Every pueblo has a large church, with convent, and most pueblos are provided with two schoolhouses, generally in bad repair, situated near the church, which is almost without exception prominently situated near the sea.

Among the larger pueblos, aside from the city of Cebu, are Argao, Sibonga, and Carcar. These have an average population of over 20,000, Argao having a population of 35,000. All pueblos are divided into barrios, varying in number from 3 to 33.

The capital city of Cebu is beautifully situated on the splendid harbor, with the island of Mactan opposite and a beautiful range of hills in the background.

The entrance to the harbor is a narrow channel between the mainland and a point of the island of Mactan, on which is situated the town of Opon.

In the city are the cathedral, the church of Santo Niño, the church of San Nicolás, the chapels of the Paulist Fathers and Jesuits, and a large college, having an attendance of about 1,000 students.

There are some splendid public buildings, such as the palace, the Ayuntamiento, and the San Nicolás school building, formerly a cuartel. The old fort "San Pedro," while not large or beautiful, is picturesque and of interest to travelers. It stands on the water front opposite the palace. There are several large plazas,

giving the city a free and open appearance. There are two large cemeteries and a number of beautiful drives.

Cebu is the oldest town in the archipelago, and stands second to Manila in importance. It suffered greatly in the late wars, barely escaping total ruin. In the Spanish bombardment the main buildings were destroyed and the business of the city was forced back two or three blocks from the sea. Only during the last few months has there been any sign of improvement on the water front. The greater part still lies in ruins.

Great general improvements are now being made all over the city. A large number of new homes are going up, also a large number of business houses. The streets are being cleaned, drainage is being improved, and the board of health orders are being carried out in a remarkable manner.

Trade has increased greatly. Shops or stores which only a few weeks ago had a few articles stuck away in the corners now have large stocks, displayed much in the manner of American stores.

Coal is mined at Danao, a town to the north of the city of Cebu, and at Boljoon, on the east coast south of Cebu; also on the west coast near the towns of Toledo, Balamban, and Tuburan. Petroleum wells are located at Toledo and Alegria. Gold dust is found in the sands of the river beds, but there are no mines of importance.

The people for the most part engage in agriculture. There are several industries, such as weaving, brick making, the extraction of cocoanut and beneseed oils, and the making of cheese. Some people in almost every part of the island are engaged in fishing.

The principal products are sugar, hemp, cocoa, rice, maize, coffee, tobacco, cotton, indigo, fruits, and vegetables. Rice and maize are grown in large quantities.

The people of this division are of the Visayan race. The Cebuana dialect is spoken. Many of the people have a large degree of intelligence. They are bright, quick, and eager to learn.

The fact that almost all live in towns along the coast, and are not scattered through the mountains, makes it possible, with proper transportation facilities, to reach the people with convenience.

The persons with whom teachers, and all who are engaged in public instruction, will have to do are the presidente and the padre. Of the two the padre is by far the most important. In this division almost all the padres are Filipinos (all outside of the city of Cebu.) They are the best of their race. In some respects they are simply children, but bright, intelligent children, who have some conception of their responsibility. They are doing the best they know how for their people. This can not be said, however, of all the presidentes. Some of them, of course, are intelligent, patriotic, and have a general public interest, but often it is not so, but rather the opposite.

To make friends with these men is the policy of every American teacher upon entering his field. If he fails to do this with the presidente and succeeds with the padre he may succeed in his school work, but even if he does succeed with the presidente and fails with the padre he is almost sure to fail in his school work. The padre can fill or deplete a school at a word. But he should not fail with either. They are always approachable, truly sociable, and if properly approached, will become most earnest pupils and reliable support.

The schools of this division are doing well. American teachers have been stationed in 17 of the 57 pueblos. In all these, except one, the attendance has been good; in many, excellent. In the normal institute for Filipino teachers held in Cebu, the first ever held in the division, 30 pueblos were represented. Many came at great personal sacrifice.

The primary schools in the city of Cebu have been in progress since July, 1901. While the work has been successful in the past it has a brighter future. There are two central schools, one in Cebu proper and one in San Nicolás. The one in San Nicolás another year will have a large building, large enough to accommodate 500 children, and capable of being enlarged so as to accommodate many more.

Better buildings are needed in the barrios of Cebu. Little can be done for the barrios of the other pueblos until another year. While some of them have fairly good school buildings it will be in most cases impossible to station American teachers in them. The capital towns have first claim, and they will more than exhaust the supply. Filipino teachers are not yet prepared to do the work, and if they were the municipalities would not have the money to pay them. Lack of money is the most serious question at present. The number of pueblos should be reduced to 45. Better facilities for transportation are imperative.

From L. T. Gibbens, acting division superintendent of schools for Bohol.

The islands of Bohol and Panglao, which comprise the province of Bohol, have an area of about 1,100 and 40 square miles, respectively, and a population of 240,000 inhabitants, of whom 30,000 are children between the ages of 6 and 14 years. The province consists of 16 pueblos or townships; the principal town is called the pueblo and the other towns barrios. The pueblo is the seat of the municipal government.

The islands of Bohol and Panglao are almost surrounded by one or more reefs, and the coast waters contain many hidden coral rocks. Deep-draft vessels can not approach near to the coast, and light-draft vessels must do so with caution. Roads are fairly good, being mostly of outcropping rock, bared by scraping the surface soil. Streams are few and are bridged with good wooden bridges. Trails vary with character of surface of surrounding country, from the excellent wide trail between Bilar and Carmen to the very difficult one between Balilijan and Antequera. There are three parallel ranges of mountains extending northeast and southwest, the outer ranges being near the coast. There is practically no level country, except a strip on the coast and a plateau between Balilijan and Catigbian, and also one from Bilar, extending and merging into a wide plain to the northeast coast. The mountains are rugged, but not extremely high.

The islands are of coral rock, which outcrops frequently. During the dry season water is scarce and grazing is very poor. Horses and carabao are scarce, except in the region between Ubay and Guindulman. Carts, carriages, and wagons are very scarce and poor.

Agriculture and fishing are the principal industries. Stock raising is carried on to a limited extent in the northeastern part. Some rice, corn, potatoes, hemp, and sugar cane are grown, but not enough for home supply. Cocoa trees abound, and copra is the chief article of export.

The inhabitants are Visayans, with a few Tagalogs, and are, in the main, densely ignorant and superstitious. Very few speak Spanish or have traveled farther than to Cebu, 50 miles away. Several dialects are spoken, each of which is claimed by the speakers to be the true Visayan. There is more dissipation and "shiftlessness" than is found among the natives of other islands farther north.

A provincial high school with industrial department will soon be constructed in Tagbilaran. Ten thousand dollars, local currency, is now available for that purpose. On account of the insurrection, which closed last December, and the impoverished condition of the pueblos, very little work in educational matters has been done beyond the near vicinity of the capital, Tagbilaran. During the month of December, 1901, 72½ per cent of the total school population of Tagbilaran and barrios were in attendance at school, where the instruction was given in English. Four night schools, three nights each week, and one teachers' class, daily, have been in session since January 7. Prior to this time three night schools were held three times each week. Day schools have been in almost continuous session for ten months. Twenty pueblos and barrios are represented in the teachers' class. All who applied for admission to night school could not be accommodated.

A private school was opened in the convent January 7, which caused a falling off in the attendance of the boys' public school for a few weeks. Now the enrollment is very near that of last December. The instruction in the private school is religious and is conducted in the Spanish language and Visayan dialect.

With the advent of civil government in this province and the subsequent organization of a competent constabulary force, so that traveling will be safe, the schools may receive close supervision, and I believe we may anticipate prompt and active cooperation from the better class of natives.

From Henry S. Townsend, division superintendent of schools, Mindanao, Jolo, and the Calamianes.

A large increase in attendance has been brought about in the Calamianes through the opening of a goodly number of new schools. This is due chiefly to the intelligent zeal for education of Maj. W. Le Roy Brown, in command of the fourth military district. A number of new schools have been established also in that part of Davao lying on the east coast of the island of Mindanao, for which Filipino initiative is largely to be credited. Some of these lie north of the province of Davao as laid down on the post-route map, but within the province as administered by the military authorities.

It is gratifying also to be able to note a very large increase in attendance at certain schools. This is especially the case in and around Oroquieta, where

schools are crowded beyond their reasonable capacity and teachers are given more work than they can well and thoroughly do.

The governor of Misamis tells me that the immediate vicinity of Cagayan now has 22 students in Manila Normal School and that a much larger number would attend such a school if located in Cagayan. Without having made further investigation than conversations with the governor and the presidente of the municipality of Cagayan, I feel pretty safe in recommending this as a suitable place for the establishment of a regular and permanent normal school.

Before this can become a success, however, pretty positive assurance of better pay must be offered. Educated young men are not going to spend their time and money attending a normal school with 14 pesos a month held out as the material inducement. Of course, conditions have been exceptionally hard during the transition period through which we are passing. Nearly all municipal officers seem confident that they can handle the situation after a short time. In many cases I believe this will prove to be true, but in others I am far from confident of the outcome.

The land tax will be collected in sufficient quantities to meet all needs in such places as Cagayan, and, in fact, throughout most of Misamis Province. But in Iligan, for instance, it will amount to little. The commanding officer of that post expresses the opinion that most of the land held in the municipality will be abandoned when the tax is assessed and demanded. * * * The situation is less hopeful in Dapotan than in Misamis. Surigao will fare about as well as Dapotan, I think, though I have less knowledge of the conditions in that province. In the south the financial situation seems to me practically hopeless, as a very large majority of the people are "non-Christian," and therefore not landholders. In the Jolo Archipelago and Paragua the land tax will be a "negligible quantity." In the Cuyos the situation will be easy, but such will not be the case in the remainder of the Calamianes. On the whole, I see no way out of the difficulty except that pointed out by the advisory board, viz, the collection of the school tax and the payment of school expenses, including salaries of Filipino teachers, by the insular government. * * *

Having considered briefly the means of improving the quality of work done in our schools, I now turn to its character. That it is the work of the educator to take the people just where he finds them and help them to take the next step forward in their own line of development probably needs no proof or discussion here. Accepting this as the ruling principle of my work, I find myself impelled to change the character of the work as I find it as fast as circumstances will permit. It is the purpose of education to make children more efficient in the very things they will have to do. Education signifies power, not power over imaginary, but actual environment. A short time ago I visited the schools at Matti, Davao Province, and surprised the teacher and girls at work making piña cloth. At first they seemed ashamed of the work and tried to conceal it from me, but I was so much pleased and said so much in favor of the work that they came to have a new ideal. * * * Wherever practicable I have had the Filipino teachers teach sewing, and they have proved exceedingly efficient. * * *

The Bogobos, near Davao, are in need of help. From time out of mind they have cultivated their crops thus: First a piece of forest land is cleared and planted with upland rice. By the time the rice is ready to cut the cogon has sprung up. A crop of corn follows the rice and by the time it is ready to pick the cogon is as high as a man's head. It is practically impossible for the Bogobos, with their fork-stick plows and bamboo spades, to cope with this grass, so the next step is to clear another piece of forest land. Now comes the Commission commanding that no more forest land be cleared, and the Bogobos are facing starvation. * * *

Mr. F. W. Abbott has been directed to look up the chances for securing land for an elementary agricultural school at or near Santa Cruz, and report at an early date. When he reports I shall probably ask to send a man there with a good plow and some hoes, to show the people how they can get a good food supply. Perhaps he will take some books, too. I am sure these Bogobos will thus be filled with aspirations for better things—that is to say, better plows and hoes. Art and literature can wait. The desire for better tools may be used for an incentive to work along their own lines. Then the Bogobo teachers will be possible and useful. * * *

Mr. Abbott is to look up the case of the Mandayas, also; and I have in mind already a pitiful race near Cottabato, known as the Tirurays, who seem to be worthy of better things than they have reached. When I shall get around to them I can not say. The Maguindanaos, or Rio Grande Moros, are a very strong race, and Major Febiger, in command at Cottabato, is confident I shall find them ready for industrial education. * * * Since beginning this report I have

received a message from the chief dato of Tawi Tawi, asking for a school and promising to pay all expenses, including the salary of the teacher. Just what character this school will take I can not say, but I shall try to make it as useful as possible to the people.

VII.—AMERICAN TEACHERS.

Teachers have been appointed both by letter directly and by authority delegated to various heads of normal schools and colleges, together with State officials, upon whom I deemed it wise to confer a limited appointing power, owing to the great distance and the impracticability of personal conference with the applicants, and in whose judgment and integrity I had confidence. About half of all the teachers were thus appointed by power delegated to the following institutions and men:

List of institutions and men to whom power of appointment was delegated.

Arkansas:

University of Arkansas.

Alabama:

University of Alabama.
State superintendent.

California:

Chico State Normal.
San Diego State Normal.
Stanford University.
University of California.

Connecticut:

Trinity College.
Wesleyan College.
Yale University.
State superintendent.

Colorado:

Colorado College.
State Normal School (Greeley).
State School of Mines.
University of Colorado.

District of Columbia:

Catholic University of America.
Georgetown University
Harris, Hon. W. T.

Illinois:

Chicago Institute.
De Kalb State Normal.
Knox College.
Lake Forest University.
Northwestern University.
Southern Illinois State University.
University of Chicago.
University of Illinois.
State superintendent.

Indiana:

Hanover College.
Notre Dame University.
State Normal School.
University of Indiana.
State superintendent.

Iowa:

State Normal.
University of Iowa.
State superintendent.

Kansas:

State Normal.
University of Kansas.

Louisiana:

State Normal.
University of Louisiana.
Calhoun, Hon. J. V., Baton Rouge.

Maine:

Bates College.
Bowdoin College.
Castine State Normal.
Colby College.
Stetson, W. W., Augusta.

Massachusetts:

Amherst College.
Boston University.
Bridgewater State Normal.
Fisk's Agency, Boston.
Harvard University.
Holy Cross College.
Institute of Technology.
Smith College.
Tufts College.
Williams College.
Winship Agency, Boston.
Hill, Hon. F. A., Boston.

Michigan:

University of Michigan.
Ypsilanti State Normal.
State superintendent.

Minnesota:

St. Cloud State Normal.
University of Minnesota.
Winona State Normal.
Lewis, Hon. J. H., Minneapolis.
Shepard, Irwin, president, N. E. A., Winona.

Missouri:

Kirksville State Normal.
Washington University.

New Mexico:

Governor Otero.

Nebraska:

Duane College.
University of Nebraska.

New Jersey:

Princeton University.
Rutgers College.
Trenton State Normal.
Baxter, Hon. Charles J., Trenton.

New Hampshire:

Dartmouth College.
Folsom, Hon. Channing, Concord.

New York:

Brockport State Normal.
Colgate University.
Columbia University.
Cornell University.
Cortland State Normal.

New York.—Continued.

Fredonia State Normal.
 Genesee State Normal.
 Hamilton College.
 Hobart College.
 New Paltz State Normal.
 Oneonta State Normal.
 Oswego State Normal.
 Plattsburg State Normal.
 Pratt Agency.
 Rochester University.
 St. Lawrence University.
 Syracuse University.
 Union College.
 Vassar College.
 State superintendent.

Ohio:

Cincinnati University.
 Marietta College.
 Oberlin College.
 Western Reserve University.
 Bonebrake, L. D., Columbus.
 Townsend, J. Morton, Gambier.

Pennsylvania:

Bloomsburg State Normal.
 Clarion State Normal.
 Franklin and Marshall College.
 Haverford College.
 Lafayette College.
 Lehigh University.
 Mansfield State Normal.
 Millersville State Normal.
 Pennsylvania College.
 Swarthmore College.
 University of Pennsylvania.
 Westchester State Normal.
 State superintendent.

Rhode Island:

Brown University.
 Gowing, Fred, Providence.
 State superintendent.

South Carolina:

State superintendent.

Texas:

University of Texas.
 State superintendent.

Tennessee:

University of Tennessee.
 Vanderbilt University.

Virginia:

Hampton Institute.
 Roanoke College.
 University of Virginia.
 Washington and Lee University.
 Southall, Joseph W., Richmond.

Vermont:

Middleboro College.
 University of Vermont.

Wyoming:

State superintendent.

Washington:

State Normal School.
 University of Washington.

Wisconsin:

Platteville State Normal.
 Superior State Normal.
 University of Wisconsin.

West Virginia:

Huntington State Normal.
 University of West Virginia.
 West Virginia Conference Seminary.
 State superintendent.
 Trotter, J. Russell, Charleston.

About 200 of the early appointments and practically all of the late ones have been made directly by letter, and have had for a basis more than 12,000 personal written applications, with testimonials appended—the recommendations of normal school principals, college presidents, and State officials, and the personal certification of the qualifications of applicants by leading educational men in the United States with whom I am personally acquainted, or whose character is well known to me by repute.

The character of the teachers' applications from the United States has been varied and indicative of a great interest in Philippine affairs. While men of nearly every profession and, doubtless, a large number without any profession, have applied for appointment to educational work in these islands, quite a number of capable and enthusiastic teachers holding good positions in the United States, and vouched for in the highest terms, have signified their willingness to accept work here at the same salaries and, in some instances, at smaller salaries than they are now receiving at home. The schools and colleges have also manifested a great interest in this work, and their hearty cooperation has been freely given in the securing of teachers. In making appointments care has been taken to secure professional teachers, i. e., men and women who are in sympathy with the work and are making it their vocation in life. The fixed requirements for appointment, as tabulated in circular letter to applicants, were:

1. Applicants must be either normal or college graduates.
2. They must have had several years' successful experience in school work and be now engaged in teaching.

3. Copies of testimonials and a late photograph should accompany each application.

4. They must be physically sound and able to withstand a tropical climate and willing to accept whatever location may be assigned to them by the general superintendent of education. A certificate of good health from a reliable physician will be required of all appointees.

The department of education desires to hear from only those who can fulfill the above conditions.

In cases of the more important appointees, special and thorough investigations have been made. No religious distinction has been made, nor has any race line been drawn—the sole desire being to secure competent, enthusiastic teachers of the highest character. However, it has been deemed wise to require that appointees shall be citizens of the United States.

General Orders, No. 145, Headquarters Division of the Philippines, granting discharge here to soldiers of volunteer regiments under orders to proceed to the United States for muster out, have given opportunity for the appointment as teachers of soldiers who have been detailed as teachers at the post of their company, or those who had the necessary qualifications and experience as teachers in the United States. A letter was sent to all such applicants directing them to report at the office of the general superintendent for examination when their regiments reached Camp Wallace. Owing to the inability of the soldiers to prepare for it, this examination was not made difficult, but special investigation of the character, habits, and general qualifications of each applicant was made. The demand for teachers from all over the archipelago was so great that several applicants with exceptional energy and education, but without previous experience as teachers, were appointed. Some of the very best teachers in the department came here originally as soldiers, likewise, most of the inferior class.

The total number of soldier applicants who have taken examinations is, approximately, 500, of whom 80 have passed satisfactorily and been assigned to schools in the various islands.

After the arrival of the American teachers, the standard of examination for applicants here in the islands was raised decidedly, with the view of protecting the quality of the teaching body by demanding evidence of a training equal to that of the ordinary normal school or college graduate.

The following is a sample set of examination papers now used:

General statement.

1. Name, _____.
2. Manila address, _____.
3. Other address in Philippine Islands, _____.
4. Residence in the United States, _____.
5. Age, _____.
6. Occupation, _____.
7. Educational institutions attended or from which graduated, and time spent in each, _____.
8. College or university degrees held, _____.
9. Experience as teacher:
 1. Number of months, _____.
 2. Nature of work, _____.
 3. Where, _____.
10. Can you teach music, drawing, and manual training? _____.
11. Knowledge of Spanish, _____.
12. Knowledge of native dialects, _____.
13. Military service, _____.
14. References in Manila, _____.
15. Where best acquainted with local conditions, _____.

General statement—Result of examination.

1. Arithmetic	
2. Political geography	
3. Physical geography	
4. American history	
5. General history	
6. Current topics	
7. School methods	
8. Composition	
9. Dictation	
10. Grammar	
11. Physiology and hygiene	
12. Algebra	
13. Civil government	
14. Examiner's opinion	
15. Average	

Time taken for examination, ——— hours.

Manila, ———, 1901.

———, *Examiner.*

Instructions to applicants for appointment by examination.

QUALIFICATIONS.

1. Applicants must be either normal or college graduates or of an equivalent education.
2. They must have had at least two years' successful experience in school work. Copies of testimonials should accompany each application.
3. Two references who can vouch for the moral character and personal habits of the applicant must be given.
4. Applicants must pass an examination on the following subjects:

	Credits.
a. Arithmetic	100
b. Political geography	50
c. Physical geography	50
d. American history	50
e. General history	50
f. Current topics	50
g. School methods	50
h. Composition	50
i. Dictation	50
j. Grammar	100
k. Physiology and hygiene	50
l. Algebra	50
m. Civil government	50

5. A certificate of good health from a reliable physician must be filed with each application.

6. A contract to serve two years and accept whatever location may be assigned him will be required, if the applicant successfully complies with the above conditions and passes a satisfactory examination.

7. All papers, testimonials, certificates of character, health, etc., must be handed the examiner before beginning the examination.

In taking the examination, applicants must very carefully comply with the following directions:

1. Head each paper with the name of the subject.
2. Write your name in upper right hand corner of each separate sheet.
3. Write only on one side of the paper.
4. Leave a space between the answers given.
5. Read all papers over carefully before handing them in to the examiner.
6. Every paper will be graded on the arrangement of answers, the neatness and general appearance.

Examination questions in arithmetic.

I. (10 credits.) A and B can do a piece of work in ten days, B and C in twelve days, and A and C in fifteen days. In how many days can all working together do the work? If \$52.80 pay for the work, what is each one's share?

II. (10 credits.) Sold 12 horses at \$90 each; on 6 of them I gained $16\frac{1}{2}$ per cent (16 and $\frac{1}{2}$) and on the others I lost $16\frac{1}{2}$ per cent. Did I gain or lose by the transaction, and how much? What was the gain or loss per cent?

III. (10 credits.) What is the distance around a water-wheel if an arc of 18° of its circumference is 1 foot 9 inches in length? (5 credits.) What is the area of the circle inclosed by the circumference? (5 credits.)

IV. (10 credits.) What will it cost to shingle a house 27 feet 8 inches in length, having a gable roof with rafters 16 feet long; the shingles to be laid $4\frac{1}{2}$ inches to the weather and to be 5 inches wide; the shingles to cost \$2 per M?

V. (10 credits.) A, B, C, and D built a fence and received a certain sum which they divided as follows: A received \$60.06 and $\frac{1}{10}$ of the remainder; B received \$70.07 and $\frac{1}{10}$ of the remainder; C received \$80.08 and $\frac{1}{10}$ of the remainder, and D what was left, when it was found that each had received the same sum. What was the amount received by each?

VI. (10 credits.) Add $\frac{1}{4}$, .736, .002, $16\frac{1}{2}$, $\frac{1}{10}$ of .125. Multiply the sum by 1.0671 and divide the quotient by $12\frac{1}{2}$.

VII. (10 credits.) Divide \$500 among 3 persons so that the second shall have $\frac{1}{2}$ as much as the first and the third $\frac{2}{3}$ as much as the second.

VIII. (10 credits.) A block of copper 4 inches square at one end, 2 inches square at the other, and 10 inches long is drawn into wire $\frac{1}{16}$ of an inch in diameter. How long is the wire?

IX. (10 credits.) (a.) On June 12, 1862, a man placed \$2,160.75 at interest at a rate of 7 per cent. What amount of interest was due April 4, 1865? (5 credits.) (b.) What sum of money must be placed at interest to amount to \$2,150 in one year, 5 months, 8 days, at 8 per cent? (5 credits.)

X. (10 credits.) If a grocer's weights are $\frac{1}{4}$ of an ounce below the legal standard, how much does he dishonestly make in selling 2 bags of coffee, 118 pounds each, at $16\frac{1}{2}$ cents per pound?

Examination questions in geography.

I. (10 credits.) (a) Mention three sections of the United States noted for valuable forests. (b) Three States noted for the production of coal. (c) Three States that produce large quantities of silver. (d) Two States noted for the production of gold. (One credit for each correct answer.)

II. (10 credits.) (a) How does Cuba compare in size with New York? (One credit.) (b) Name and locate three of its principal seaports. (One credit for each.) (c) Name three important products exported from Cuba. (One credit for each.) (d) Name three bodies of water separating it from other countries. (One credit for each.)

III. (10 credits.) (a) Name four European countries that hold important foreign possessions. (Five credits.) (b) Name one possession of each of such countries. (Five credits.)

IV. (10 credits.) Locate the following cities, telling in what province and stating on what part of the island: Surigao, Daet, Bacolod, Nueva, Caceres, Calapan, Bayombong, San Pascual, Cayan, Capiz, Tagbilaran.

V. (10 credits.) (a) How many States and Territories in the United States? (Two credits.) (b) Name the Territories. (Three credits.) (c) Locate: Duluth, Elgin, Annapolis, Omaha, Saranac. (One credit for each.)

VI. (10 credits.) (a) What is a glacier? (Two credits.) (b) Mention four regions in which glaciers are in process of formation. (Two credits for each good reason given.)

VII. Compare the basin of the Mississippi River with that of the Amazon River as regards: (a) Size; (b) rainfall; (c) climate; (d) vegetation; (e) occupation of inhabitants. (Two credits for each section.) (Ten credits for the entire question.)

VIII. (10 credits.) (a) In what zone would Japan be located if the vertical rays of the sun extended as far north as its northern boundary? (Three credits.) (b) The parallel forming said northern boundary would then form a dividing line between what zones? (Two credits.) (c) Name the zones and their boundary lines. (Five credits.)

IX. What are isothermal lines? (Four credits.) (b) Why do they not coincide with parallels of latitude? Give three reasons. (Two credits for each reason.) (Ten credits for the entire question.)

X. (10 credits.) (a) Give in the order of their importance five of the most important commercial cities of the United States. (One credit for each city.) (b) Name one of the principal articles exported from each city. (One credit for each correct export.)

Examination questions in American history.

I. (10 credits.) (a) What was the object and result of each of the following conventions: New York in 1765; (b) Philadelphia in 1774; (c) Philadelphia in 1787; (d) Paris in 1898; (e) the Hartford convention. (Two credits for each section.)

II. (8 credits.) Name a literary production that treats of each of the following subjects, giving also the name of the author in each case: (a) The expulsion of the Acadians; (b) the Indians and their customs; (c) the slavery question; (d) Puritanism in New England; (e) early life in New England. (Two credits for each subdivision.)

III. Name a prominent statesman, other than the President, in public life at the time of: (a) The war of 1812; (b) the Mexican war; (c) the civil war; (d) the Spanish-American war; (e) the Philippine insurrection. (Two credits for each subdivision.) (Ten credits for the entire question.)

IV. (10 credits.) What was the prevailing motive in the settlement of: (a) Virginia; (b) Plymouth colony; (c) Pennsylvania, (d) Maryland; (e) Georgia. (Two credits for each subdivision.)

V. (10 credits.) For what is each of the following persons noted in the history of America: (a) Roger Williams; (b) Benjamin Franklin; (c) Henry Clay; (d) Stephen A. Douglas; (e) Cyrus W. Field. (Two credits for each subdivision.)

Examination questions in general history.

N. B.—Answer but five of the questions in general history; those consecutively from 1 to 5.

Leave at least a space of two lines between your answers.

I. (10 credits.) What was the effect of the thirty years' war on Germany with respect to—

- (a) Population (2 credits.)
- (b) Territory (2 credits.)
- (c) Religious toleration (4 credits.)
- (d) National unity (2 credits.)

II. (10 credits.) Select five of the following names and state for what each person is noted:

Fabius Maximus, Livy, Raphael, John Calvin, William Pitt (the Elder), Victor Hugo, Thucydides. (Two credits for each name.)

- III. (10 credits.)
- (a) What was the Renaissance? (3 credits.)
- (b) Time? (3 credits.)
- (c) Effect on civilization? (4 credits.)

IV. (10 credits.) State the causes leading to the French Revolution.

V. (10 credits.) During what centuries did the Roman Empire exist and what countries did it embrace when at the height of its power?

VI. (10 credits.) Locate ancient Phoenicia, and state briefly what the Phoenicians accomplished in commerce and civilization.

VII. (10 credits.) Give a short account of the events leading to the change of the Roman government from a republic to a monarchy.

VIII. (10 credits.) State the leading facts concerning the colonization by the Northmen of—

- (a) England. (4 credits.)
- (b) Gaul. (3 credits.)
- (c) Iceland. (3 credits.)

IX. (10 credits.) Describe the character of Gustavus Adolphus and give a few of the principal events of his life.

X. (10 credits.) Tell briefly what you can of Charlemagne and his work.

Examination in current topics.

Answer only five of the following questions. Let your answers be brief and to the point, being careful not to omit the principal facts.

I. (10 credits.) Tell briefly what you can of the "Boxer" movement: (a) Location and date; (b) Cause; (c) What interest did America take; (d) Result.

II. (10 credits.) Give a brief account of our policy toward Cuba, with latest developments.

III. (10 credits.) What is the present relation of Porto Rico and the United States? Name the present and the preceding governor.

IV. (10 credits.) What is a trust and why is the term of special significance at the present time?

V. (10 credits.) What assassinations of high public officials have taken place during the past two years and what movement is back of this?

VI. (10 credits.) What is meant by the term "expansion" as applied to the affairs of our National Government?

VII. (10 credits.) Describe the treaty of peace recently concluded between the United States and Spain with reference to the following points: (a) Place; (b) date; (c) Name of one United States commissioner.

VIII. (10 credits.) Name the governor of the Philippine Islands and the members of the United States Philippine Civil Commission. What recent changes have been made in the membership of the Commission? How do the members acquire their official positions? What form of government is being established in the Philippine Islands?

IX. (10 credits.) State briefly the substance of two important official investigations conducted by our National Government during the past two years.

X. (10 credits.) Name five topics of current interest not above referred to and discuss fully one of them.

Examination in school methods and management.

I. (10 credits.) What is the special end to be attained in teaching (a) primary reading; (b) advanced reading?

II. (10 credits.) Explain fully, but concisely, the methods you would pursue in teaching English to a class of Filipinos just beginning the work. Why this method in preference to others?

III. (10 credits.) Mention four necessary conditions for successful study in the schoolroom. How would you proceed to secure these conditions in a Filipino school?

IV. (10 credits.) Distinguish between the so-called "sentence" and "word" methods of teaching reading as to (a) The first steps; (b) the relative merits of each.

V. (10 credits.) Show the effect of school environment upon (a) the discipline of the school; (b) the moral standing of the pupils; (c) the proficiency of the work; (d) do your answers apply to schools in the Philippine Islands? If not, give two reasons why not.

Examination questions in composition.

The applicant will write a brief biographical sketch of himself, furnishing information as to (a) age; (b) education; (c) teaching experience; (d) purpose in applying for position; (e) where last employed and reason for change; (f) how and in what capacity he came to the islands.

The rating of this paper will be based upon (a) the matter; (b) correctness and propriety of language used; (c) orthography; (d) punctuation; (e) paragraph divisions; (f) capitals; (g) general arrangement and appearance.

Examination in dictation.

A selection will be read through first by the examiner and dictated afterwards a little more slowly to the applicant.

Candidate will be graded upon (a) capitalization; (b) punctuation; (c) paragraphing; (d) neatness; (e) orthography; (f) general arrangement and appearance.

Selections recommended for dictation:

"A Bee Hunt," by Washington Irving, found on page 88, Normal Course Fifth Reader.

"Description of a Thunder Storm," by Washington Irving, found on page 46, Normal Course Fifth Reader.

"Children's Prattle," by H. C. Anderson, any paragraph on page 185, Normal Course Fifth Reader.

"The Stage Coach," by Washington Irving, fifth paragraph, found on page 147, Cyr's Fourth Reader.

(Whichever selection is chosen by the examiner, at least twenty lines must be dictated and in every case must end with a complete statement. Only one selection to be dictated.)

Examination in grammar.

I. (10 credits.) Define (a) case; (b) voice; (c) mode; (d) comparison; (e) sentence. (Two credits for each part.)

II. (10 credits.) Give a synopsis of the verb *hear*, in the indicative, active, third person singular.

III. (10 credits.) Write a sentence containing a clause used (a) as the object of a preposition; (b) as an attribute (predicate) noun. (Five credits for each part.)

IV. (10 credits.) "Flocks of little birds, *wheeling* around the light-house, *blinded* and maddened by the light, *dash* themselves to *death* against the glass." Analyze or diagram the above sentence.

V. (10 credits.) Parse the words *wheeling*, *blinded*, *dash*, and *death*.

VI. (10 credits.) Write the possessive, singular and plural, of *sister-in-law*, *mercy*, *miss*, *Seward*, *mouse*, *ox*, *men*.

VII. (10 credits.) (a) Give all the infinitives of the verbs *bring*, *slay*, *do*; (b) use the first infinitive of each as follows: (1) as a subject; (2) as an object; (3) independently.

VIII. (10 credits.) Give an example in a sentence of (a) an adjective clause; (b) an adjective phrase; (c) a clause used as the object of a preposition.

IX. (10 credits.) Write two sentences each containing a participle; the one partaking of an adjective, the other of the noun.

X. (10 credits.) Put "he" or "him" in places left blank, analyze each sentence, and parse the pronouns supplied: (a) I wish to see John, and I suppose you to be —; (b) It was my mistake; you are not —; (c) At first I had no doubt of you being —.

Examination in physiology and hygiene.

I. (10 credits.) (a) Name two receptive organs of the human body; three excretory organs. (b) Name in order the five digestive fluids with which the food comes in contact during the process of digestion. (Five credits for each part.)

II. (10 credits.) (a) If a person does an increased amount of labor, why is an increased supply of food necessary? (b) Distinguish between sensible and insensible respiration. Explain how perspiration cools the body. (Five credits for each part.)

III. (10 credits.) (a) Compare the right lung with the left lung in regard to (1) size; (2) number of lobes. (b) Give function, locate, and name, where name is not given in the question: (1) The eustachian tube; (2) the largest tendon in the body, (3) the medulla oblongata; (4) the diaphragm; (5) the pylorus. (Five credits for each of the two main parts.)

IV. (10 credits.) Give three rules of health to be carefully followed in any tropical climate. Give reasons in each case.

V. (10 credits.) (a) Describe two symptoms of fatigue, one physical, the other mental, frequently seen in school children; (b) What should be done in each case?

Examination questions in algebra.

I. (10 credits.) Define (a) similar terms; (b) transposition; (c) literal equation.

II. Simplify $(x-y) - (-x - (y-x) + (x-y))$.

III. (10 credits.) Find by factoring the greatest common divisor of $ax^2 - ay^2$, $cx^2 - 2cxy + cy^2$, and $ax - ay + 2cx - 2cy$.

IV. (10 credits.) Find the least common multiple of $a^2 - 10a + 21$, $a^2 + 2a - 13$, and $11a - 77$.

V. (10 credits.) Find the value of x in the equation,

$$\frac{x}{c-d} - \frac{2+x}{cd} = \frac{m}{c-d} + \frac{n}{c-d}.$$

VI. (10 credits.) Find the sum of $\frac{a-b}{(a-b)^2}$, $\frac{a}{a^2-b^2}$, and $\frac{1}{ab}$.

VII. (10 credits.) The sum of three numbers is 43, the second is equal to 10 more than the product of the first multiplied by 2, and the third is equal to three times the quotient of the second by 4. Find the numbers.

VIII. (10 credits.)

$$\frac{a-b}{a^2-b^2} \times \frac{a-b}{ab} \div \frac{(a-b)^2}{a+b} = ?$$

IX. (10 credits.) Given

$$\begin{aligned} x + \frac{1}{2}y &= \frac{1}{2} \\ \frac{1}{2}x + \frac{1}{3}y &= \frac{1}{6}, \text{ solve.} \end{aligned}$$

X. (10 credits.) The length of a square room is 8 feet greater than its height. The side walls measure 720 square feet. Find the length of the room.

Examination questions in civil government.

I. (— credits.) (a) Mention three ways in which a vacancy in the office of Representative to Congress may occur? (b) How can such vacancy be filled?

II. (— credits.) Name in order the officials who succeed the President in case of his removal.

III. (— credits.) (a) Describe the form of government of the District of Columbia. (b) In what way does it differ from the ordinary State or Territorial form of government?

IV. Give two limitations to the power of the President. What is the purpose of each of these limitations?

V. (— credits.) Define: (a) Subpoena. (b) Warrant. (c) Writ of habeas corpus. (d) Ex post facto law. (e) Appeal.

It is expected that the matter of examining applicants for positions as teachers will later be in the hands of the Civil Service Board.

A majority of the appointments had been made by the early part of the year 1901, and urgent requests forwarded to the proper authorities for the immediate transportation of the teachers. It will be remembered, however, that the transports at this time were overcrowded owing to the large number of soldiers, some en route to the States, others on their way to the Philippines. The teachers continued to come by twos and threes until midsummer, when the special teachers' transport, *Thomas*, was assigned to carry all awaiting transportation. They were notified immediately and ordered to proceed to San Francisco; requests for transportation on the various railroads accompanying the letter of notification.

On Tuesday, July 23, the *Thomas* left San Francisco with 523 teachers. After a stay of four days in Honolulu they arrived in Manila August 21.

Long before the teachers arrived active preparations were being made for receiving them and furnishing quarters with the greatest possible degree of comfort. Hotel accommodations in Manila are extremely poor and the rates exceedingly high; and when it was found after careful inquiry that the most liberal terms to be obtained from the best and only suitable hotel in the city were about \$5 gold a day for each teacher, the "accommodations" to consist of cots spread in the halls of the hotel, it was planned to save the teachers these exorbitant charges. In order to care for them properly a site in Ermita, one of the coolest and pleasantest residence portions of Manila, was chosen, the buildings fitted up under an appropriation of \$10,000 from the insular government, and opened for the free use of the teachers while awaiting transportation to their permanent stations.

A contract for conducting a restaurant for the benefit of the teachers was signed with Ah Gong, a hotel proprietor of the city. The charge—\$1.10 per day, or a fraction of the cost of the lowest bid from the only acceptable hotel—covered the bare cost of the meals, with the additional 10 cents to meet the current expenses of the dining room. Arrangements were also made with the same man to take charge of the laundry work of the teachers at a comparatively low rate, made possible by the large amount of laundry to be handled. Furthermore, a regular money order and registry post-office was established on the exposition grounds, to save the teachers the trouble and expense of going to the post-office—a trip necessary but very uncomfortable during the heat of the day. A regular employee of this department was detailed to visit the merchants of the city and get their lowest prices on everything that the teachers would need in the way of provisions and clothing. Those submitting figures did so with the understanding

that the quality of the goods was to be vouched for, and that they were to be delivered on board the ship securely packed, at no additional expense to the teachers. Accommodations were prepared in accordance with instructions from Washington for 25 married couples.

And, finally, in anticipation of the arrival of the transport *Thomas*, a vast amount of time and thought were given throughout the months of July and August, and even previously, to working out a satisfactory solution of the problem of assignment. The greatest pains were taken to secure as complete information as possible as to the conditions of the towns, the relative needs, the arrangements in particular for the women teachers, and matters of personal safety. Division superintendents already in the field, local authorities, military officers, and others in a position to know were carefully consulted. Provisional assignment lists, with the number and sex of the teachers, were sent to these different persons, whose opinion and decision were to be relied upon, with the request for criticisms and suggestions. Such questions were asked as: Are there other towns more deserving? What places should have two teachers? Can suitable quarters for women teachers be found? How is the town best reached? In determining the towns to which teachers should be provisionally assigned, preference was given to the larger garrisoned towns and those whose loyalty was beyond question. No town was considered where there was any possibility of danger. Thus the most reliable information possible was obtained and used as the basis for actual assignment later. And all this in the way of preparation before the teachers reached Manila.

The *Thomas* arrived on August 21, but the teachers were not allowed to land until the 23d, owing to the sanitary precautions. Landing was made at a point nearest the teachers' quarters, application having previously been made to the quartermaster's department for ambulances and wagons to convey the teachers, with their baggage, to the exposition grounds. In spite of the fact that the first launch did not leave the ship until 8 a. m., all the teachers, with their 2,000 pieces of baggage, were comfortably quartered by 1 p. m. Immediately an organization of division superintendents and certain teachers was effected, the former taking charge of the buildings in general and the latter looking after sections and caring for the baggage.

In accordance with cable instructions, accommodations were prepared for 25 married couples. On arrival, however, it was found that 42 were to be cared for. This increased number necessitated considerable alteration in the main building, but the additional quarters were soon available.

Some complaint was heard from time to time concerning food, service, and laundry work; but this was of minor import, and, in general, due to the teachers' individual temperaments. The food was inspected daily, and pronounced by a physician good and pure. The service was seriously interfered with by the irregularity of the teachers' attendance at meals, owing to their numerous shopping and sight-seeing excursions; conditions which made it well nigh impossible to know how many to expect at a meal. In the matter of laundry, teachers often gave their clothes to other men than the one secured for this work. They oftentimes forgot to keep a list of the pieces, or even a means of identifying the man; hence confusion at times existed, and loss resulted. But it was not serious.

There was reason for congratulation on the very small per cent of illness among the teachers during their stay in Manila; those cases, moreover, amounting to only 5 per cent, were of a harmless character, of every day occurrence among foreigners just arriving on the islands. During the night the temperature here drops perceptibly until about 2 a. m., when it is oftentimes very cool; and as a result of this sudden change, unless precaution is taken, as all the teachers were

carefully informed, cramps are experienced. Upon finding that a few of the teachers were suffering from such, a physician was immediately detailed to remain during the whole night on the grounds, and the trouble soon disappeared.

The question of payment of salary and reimbursement was taken up, and within a week every one of the teachers had received his salary and been reimbursed for all necessary expenses incurred en route. They had been told definitely that prices were abnormally high in Manila, that they must serve for three years, that transportation would be furnished them from their homes, and all necessary expenses, such as meals and quarters on trains, at hotels, and on the ship en route, would be repaid them on their arrival at Manila. And when they arrived they found these matters as represented, with a few important exceptions in favor of themselves. They then learned that only two years was the time for which they would be held to serve; that they were to be reimbursed for every reasonable expense incurred on the journey, even for the "tips" to porters on Pullman sleepers, which were furnished them, and that they had traveled all the way from home under full pay.

Considerable discrepancy in accrued salaries existed, some having been paid at the rate of \$1,200 a year and others from the same institutions only \$1,000 a year. Such a condition, temporary as it was, was made necessary at the time by the large number of teachers immediately needed to make a start in building up a school system, which had been denied these people for such a long time. The teachers were given plainly to understand that the condition of salaries existing on their arrival was at the most only temporary, and that just as soon as they showed merit their salaries would be raised accordingly. In addition, they were informed that they could gain extra compensation by slight additional service in teaching night school. The division superintendents have received instructions in a special circular to look into the work of each teacher carefully, and if there is any justification for the same, by the demonstration of efficiency in the teacher's work and his ability to grasp the situation, to recommend him for an increase in salary. At present a large number of the teachers have received increases, and the question is working itself out satisfactorily on the basis of efficiency.

Upon receipt of salaries the teachers proceeded to equip themselves with the necessary food, clothes, and bedding to accompany them to their stations. To meet any contingency that might arise in the way of lack of good food, they were all directed to supply themselves with a month's provisions; and to aid them in this the employee who had been detailed to secure the most favorable prices from the Manila merchants on all necessary articles was stationed at the exposition grounds with prices and subsistence lists covering all the provisions needed. In this way the teachers were given a definite idea of what they wanted and saved several hundred dollars. It was unfortunate that they could not take advantage of the military commissary privileges, in accordance with information given them in the States; but such commissary privileges were withdrawn after the *Thomas* had left San Francisco and communication had been cut off. Soon, however, a civil commissary was established, and the teachers had recourse to this, with the accompanying advantages almost equal to those which they could have enjoyed from the military. In addition, the Department made up sets of bedding to be sold to teachers at actual cost to the Government, and advanced them to the teachers to be paid for at their convenience.

It was to be regretted that the teachers arrived just at that time—in the midst of the rainy season. One coming from a country of occasional rainfall to a tropical land in the midst of its rainy season experiences discomfort, and the teachers were no exception. But this was a matter beyond the control of the Department. The majority of those arriving by the *Thomas* had been appointed the preceding

winter, as early as January and February, 1901. Frequent and urgent requests were made for their immediate transportation, so that their arrival would be attended with more favorable climatic conditions. But it is to be remembered that the transport service during the whole period was severely taxed by the thousands of discharged soldiers going home and the corresponding numbers coming to the Philippines to take their places. An endeavor was made to secure their transportation by the regular Japanese liners, at a cost of \$250 apiece, or a total cost of something like \$150,000, but unsuccessfully. It was impossible to arrange their transportation earlier. Soon after the teachers' arrival, however, the rainy season passed, and with the return of fair weather the discomforts were forgotten.

After the financial matters were settled and the various supplies secured, the teachers were ready for assignment, and in this most difficult work the information obtained previously from the superintendents in the field, the military officers, and others in authority, stood the general superintendent in good stead. The teachers were asked to submit preferences both as to stations and companions, with the promise that such would be carried out as far as possible. Suitable board and quarters for the women teachers were secured with difficulty, even in the larger towns. Accordingly they were first considered in making the assignments, and they were sent in twos for companionship and mutual help. Where married couples were both qualified teachers, they were assigned to towns in need of but one man and one woman teacher. Preferences were duly considered and met in all possible cases. In many provinces the power of assigning the teachers was given to the different division superintendents on account of their close contact with the people and extensive knowledge of local conditions. Transportation facilities between Manila and the various stations were very poor, and the boats ran only at irregular intervals, yet almost the entire number of teachers had left for their stations at the end of twenty days. The quartermaster department deserves particular credit for its prompt action in handling baggage and furnishing wagons and launches for transportation.

Since the arrival of the *Thomas*, teachers have continued to come in small numbers on the regular transports. The immediate need for the full quota of teachers, however, became more pressing, and the earlier recommendation that those awaiting transportation be furnished passage on regular Japanese liners was earnestly repeated. Another special transport, therefore, the *McClellan*, sailing from New York, was assigned to the transportation of all teachers and other civilians east of the Rocky Mountains. The *McClellan* sailed February 22, 1902, with 94 teachers, and arrived in Manila April 20.

Beginning with the year 1902 the policy of entertaining new arrivals at the exposition grounds until their assignment had been made was dropped. Instead, one of the members of the supervisory corps was detailed to secure suitable hotel accommodations, board the incoming transports, meet the teachers, and give them all helpful information. The arrival of the teachers on the *McClellan* offered the first good opportunity for testing this new plan, and it was found to work successfully.

The same general plan of assignment was followed in the case of later arrivals as in that of the *Thomas* teachers. Accommodations for the teachers, as well as the needs of the towns, were the deciding factors, in connection with which personal preferences were given due weight. The division superintendents were well acquainted at this time with the conditions and needs of every town in their divisions, and this, added to the fact that the area of active hostility has greatly diminished and the operations of insurrectos and ladrones have been confined to the known localities, chiefly in the more removed mountain sections, simplified the later problem of assigning the teachers.

In the teaching corps the following States and Territories are represented and the numbers from each given:

A list by States and Territories of the teachers employed in the Philippine Islands.

Alabama	7	Nevada	2
Arizona	5	New Hampshire	5
Arkansas	5	New Jersey	6
California	116	New Mexico	3
Colorado	13	New York	98
Connecticut	11	North Carolina	10
Delaware	2	North Dakota	3
District of Columbia	16	Ohio	41
Florida	2	Oklahoma	6
Georgia	6	Oregon	3
Idaho	3	Pennsylvania	33
Illinois	49	Rhode Island	7
Indiana	34	South Carolina	9
Indian Territory	3	South Dakota	2
Iowa	39	Tennessee	18
Kansas	12	Texas	15
Kentucky	9	Utah	2
Louisiana	7	Vermont	11
Maine	23	Virginia	12
Maryland	13	Washington	19
Massachusetts	63	West Virginia	14
Michigan	49	Wisconsin	16
Minnesota	30	Wyoming	4
Mississippi	11	Hawaii	3
Missouri	28	Local ¹	120
Montana	4		
Nebraska	24	Total	1,036

The following is a list of the distribution of teachers by provinces and towns:

Stations of teachers, by provinces and towns.²

Manila, including normal, trade, and nautical schools	75	Albay—Continued.	
Abra:		Legaspi	1
Bangned	4	Libog	1
Bucay	1	Ligao	1
Dolores	1	Malilipot	1
Pidigan	2	Malinao	1
Tayun	1	Manito	1
	9	Oas	1
		Palangui	1
Albay:		Pandan	1
Albay	3	Payo	1
Bacacay	1	Tiui	1
Camalig	1	Tabaco	1
Dagara	1	Virac	1
Guinobatan	1		20

¹ These 120 teachers are discharged soldiers who had been detailed to teach under the military régime, and other Americans who by reason of their knowledge of the language and the country were thought to be specially fitted for the work.

² Does not include 94 teachers arriving on special transport *McClellan*, nor later arrivals.

Antique:

Bugason	1
Colasi	1
San José de Buena Vista	3
San Pedro	1
Sibalon	1
	<hr/>
	7

Bataan:

Abucay	1
Balanja	4
Dinalupijan	1
Llana Hermosa	1
Moron	1
Orani	2
Orion	1
Pilar	1
Samal	1
	<hr/>
	13

Batangas:

Balayan	2
Batangas	3
Bauan	1
Calaca	1
Lemery	1
Lipa	2
Tanauan	1
	<hr/>
	11

Benguet:

Adaoay	1
Baguio	1
Bokod	1
Cabayan	1
Capangan	1
Daklan	1
Galiano	1
Trinidad	2
Tublay	1
	<hr/>
	10

Bohol:

Dauis	1
Tagbilaran	7
	<hr/>
	8

Bontoc:

Bontoc	2
--------------	---

Bulacan:

Angat	1
Baliuag	4

Bulacan—Continued.

Bigaa	1
Bulacan	3
Bustos	2
Calumpit	1
Hagonoy	1
Malolos	3
Marilao	1
Obando	1
Paombong	1
Polo	2
Pulilan	1
Quingna	1
San Miguel de Mayumo	3
San Rafael	1
Santa Maria de Pandi	1
	<hr/>
	28

Cagayan:

Abulug	1
Alcala	2
Aparri	3
Camalanungan	1
Enrile	1
Laloc	1
Piat	1
Solano	1
Tuao	1
Tuguegarao	5
Unassigned	2
	<hr/>
	19

Camarines:

Baao	1
Bato	2
Bombon	1
Calabanga	2
Canaman	1
Daet	2
Goa	1
Indan	1
Iriga	2
Lagonoy	1
Libmanan	2
Magarao	2
Milaor	1
Nabua	2
Nueva Caceres	8
San José de Lagonoy	1
Talisay	1
Tigaon	2
	<hr/>
	33

Capiz:

Calivo	2
Capiz	5
Dao	1
Dumarao	1
Ibajay	1
Ivisan	1
Malinao	1
Panay	1
Panitan	1
	<hr/>
	14
	<hr/>

Cavite:

Bacoar	2
Caridad	1
Cavite	5
Cavite Viejo	2
Corregidor Island	2
Dasmariñas	1
Imus	2
Indan	2
Lubang Island	1
Maragondon	2
Naic	3
Novaleta	2
Rosario	5
San Francisco de Malabon	1
San Roque	4
Silang	2
Ternate	1
	<hr/>
	38
	<hr/>

Cebu:

Argao	2
Balamban	1
Bantayan	1
Barili	1
Bogo	3
Carcar	1
Cebu	5
Dalaguete	2
Danao	1
Dumanjug	3
Ginatilan	1
Mandaue	1
Minglanilla	1
Naga	1
Oslob	1
Sibonga	2
Talisay	2
Tuburan	1
	<hr/>
	30
	<hr/>

Cotabato:

Cotabato	3
	<hr/>
Cuyo:	
Cuyo	2
	<hr/>

Davao:

Davao	3
	<hr/>

Ilocos Norte:

Bacarra	1
Badoc	1
Dingras	1
Laoag	9
Pasuquin	1
San Miguel	1
San Nicolas	3
Vintar	1
	<hr/>
	18
	<hr/>

Ilocos Sur:

Bantay	2
Cabugao	1
Candon	2
Lapo	1
Magsingal	1
Narvacan	1
San Esteban	1
Santa	2
Santa Catalina	1
Santa Cruz	1
Santa Lucia	1
Santa Maria	1
Santiago	1
Santo Domingo	1
San Vicente	1
Sinait	1
Tagudin	1
Vigan	8
Unassigned	1
	<hr/>
	29
	<hr/>

Iloilo:

Arevalo	1
Buenavista	1
Cabatuan	2
Guimbal	1
Iloilo	12
Janiuay	1
Jaro	3
La Paz	1
Leon	1
Maasin	1
Miago	1
Molo	3

Iloilo—Continued.

Nagaba	1
Oton	1
Pototan	2
San Joaquin	1
San Miguel	1
Santa Barbara	1
Sara	3
Tigbauan	1
	<hr/>
	39

Isabela:

Cabagan Nueva	1
Cabagan Viejo	1
Cauayan	1
Gamu	1
Ilagan	2
Naguilian	1
Tumauini	1
	<hr/>
	8

Jolo:

Jolo	3
------------	---

Laguna:

Biñan	2
Calamba	2
Mabitac	1
Magdalena	1
Majajay	1
Nagcarlang	2
Pagsanjan	2
Pila	2
San Pablo	1
Santa Cruz	1
Santa Rosa	1
Siniloan	1
	<hr/>
	17

Lepanto:

Cervantes	2
-----------------	---

Leyte:

Abuyog	2
Baybay	2
Burauen	2
Cabalian	1
Carigara	2
Dagami	2
Dulag	2
Jaro	1
Maasin	4
Matalom	1
Ormoc	2

Leyte—Continued.

Palo	2
Palompon	2
Tacloban	5
Tolosa	1
Tanauan	3
	<hr/>
	34

Marinduque:

Boac	3
Gasan	2
	<hr/>
	5

Masbate:

Cataingan	2
Masbate	4
Milagros	2
Palanos	1
San Fernando (Ticao)	2
San Jacinto (Ticao)	2
Uson	1
	<hr/>
	14

Misamis:

Agusan	1
Aloran	1
Balingasag	1
Cagayan	4
El Salvador	3
Iligan	1
Jasaan	1
Mabajao	2
Misamis	2
Oroquieta	4
Talisayan	2
	<hr/>
	22

Negros Occidental:

Bacolod	6
Bago	2
Binalbagan	1
Cabancalan	1
Cadiz Nuevo	1
Escalante	2
Ginigaran	1
Ilog	1
Jimamaylan	1
La Carlota	3
Maaao	1
Pontevedra	1
San Enrique	1
Saravia	2
Silay	2

Negros Occidental—Continued.

Talisay	2
Valladolid	1
	<hr/> 29

Negros Oriental:

Amblan	1
Bacong	1
Bais	2
Bayauan	1
Canoan	1
Dauin	1
Dumaguete	4
Guijulgagan	1
Jimalalud	1
Lacy	1
Nueva Valencia	2
Sequijor	1
Siaton	1
Sibulan	1
Tanjay	1
Zamboanguita	1
	<hr/> 21

Nueva Ecija:

Aliaga	1
Cabanatuan	1
Cabiao	1
Cuyapo	1
Gapan	1
Jaen	1
Peñaranda	1
San Antonio	1
San Isidro	4
San José	1
Talavera	1
	<hr/> 14

Nueva Vizcaya:

Bagabag	1
Bayombong	1
Solano	1
	<hr/> 3

Pampanga:

Angeles	3
Apalit	1
Arayat	4
Bacolor	2
Betis	1
Florida Blanca	1
Guagua	2
Lubao	1

Pampanga—Continued.

Mabalacat	1
Macabebe	2
Magalang	1
Mexico	2
Minalin	1
Porac	1
San Fernando	6
San Luis	1
Santa Ana	1
Santo Tomás	1
Sexmoan	1
	<hr/> 33

Pangasinan:

Alcala	1
Bautista	1
Bayambang	2
Binalonan	1
Binmaley	2
Calasiao	3
Dagupan	3
Humingan	1
Lingayen	5
Malasiqui	2
Mangaldan	1
Mangatarem	1
Pozorrubio	1
Rosales	1
Salasa	1
San Carlos	4
San Fabian	1
San Isidro	1
Tayug	1
Urdaneta	2
	<hr/> 35

Paragua:

Araceli (Dumaran)	1
Puerto Princesa	2
	<hr/> 3

Principe:

Baler	1
-------------	---

Rizal:

Antipolo	1
Binangonan	2
Caloocan	1
Malabon	5
Montalbon	1
Morong	2
Navotas	1
Parañaque	3

Rizal—Continued.

Pasig	2
Pateros	1
Pililla	1
San Felipe Neri	2
San Mateo	2
Santa Ana	5
Taguig	1
Tanay	1
	<hr/>
	31
	<hr/>

Romblon:

Badajos (Tablas)	2
Banton (Banton)	2
Calatrava (Tablas)	1
Corcuera (Simara)	2
Despujol (Tablas)	1
Loog (Tablas)	2
Magallanes (Sibuyan)	2
Odiongan (Tablas)	2
Romblon (Romblon)	6
San Fernando (Sibuyan)	2
	<hr/>
	22
	<hr/>

Samar:

Basey	2
Catbalogan	1
Guiuan	2
	<hr/>
	5
	<hr/>

Sorsogon:

Bacon	2
Barcelona	1
Bulan	1
Casiguran	1
Donsol	1
Gubat	1
Guingalon	1
Irocin	1
Juban	1
Matnog	1
Sorsogon	2
	<hr/>
	13
	<hr/>

Surigao:

Butuan	1
Cantilan	1
Gigaquit	2
Surigao	2
	<hr/>
	6
	<hr/>

Tarlac:

Bamban	1
Camiling	2
Concepcion	2
Gerona	3
Paniqui	3
Tarlac	3
Victoria	2
	<hr/>
	16
	<hr/>

Tayabas:

Atimonan	3
Catanauan	1
Guiniangan	1
Gumaca	2
Lopez	2
Lucban	4
Lucena	3
Mauban	1
Pagbilao	1
Pitogo	1
Sariaya	3
Tayabas	2
Unisan	1
	<hr/>
	25
	<hr/>

Union:

Agoo	1
Aringay	1
Bacnotan	1
Balaoang	1
Bangar	1
Baoang	1
Cava	1
Namacpacan	2
San Fernando	4
San Juan	1
Santo Tomás	1
Unassigned	1
	<hr/>
	16
	<hr/>

Zambales:

Agno	1
Alaminos	1
Anda	1
Bolinao	1
Botolan	1
Castillejos	1
Iba	3
Olongapo	2
San Antonio	1
San Felipe	1

Zambales—Continued.

San Marcelino	1
San Narciso	2
Santa Cruz	1
Subig	1
	<hr/>
	18
	<hr/>

Zamboanga:

Isabela de Basilan	2
San José	1
Santa Maria	1
Tetuan	2
Zamboanga	6
	<hr/>
	12
	<hr/>

SUMMARY.

Manila, city of	75
Abra	9
Albay	20
Antique	7
Bataan	13
Batangas	11
Benguet	10
Bohol	8
Bontoc	2
Bulacan	28
Cagayan	19
Camarines	33
Capiz	14
Cavite	38
Cebu	32
Cotabato	3

SUMMARY—continued.

Cuyo	2
Davao	3
Ilocos Norte	18
Ilocos Sur	30
Iloilo	39
Isabela	8
Jolo	3
Laguna	18
Lepanto	2
Leyte	34
Marinduque	5
Masbate	14
Misamis	23
Negros Occidental	30
Negros Oriental	21
Nueva Ecija	14
Nueva Vizcaya	3
Pampanga	33
Pangasinan	35
Paragua	3
Principe	1
Rizal	31
Romblon	22
Samar	5
Sorsogon	13
Surigao	6
Tarlac	16
Tayabas	25
Union	16
Zambales	18
Zamboanga	12
Total	<hr/>
	824

With a few exceptions, the teachers are now satisfied, intensely interested, and enthusiastic in their work. They have come from one of the most civilized countries, where every common luxury is known, to one of the less civilized ones, where much of what we at home no longer consider as luxuries, but rather necessities, is unknown; hence inconveniences and at times real difficulties were inevitable. That the teachers bore these with such little complaint was strong proof of their determination to overcome the ordinary discomforts, often severe, which are attendant upon a life in a country such as this. A strong proof of their satisfaction with conditions in many cases is the fact that they are sending for fathers, mothers, brothers, sisters, and betrothed ones.

The matter of personal safety has almost ceased to be a question, for the teachers are not allowed to remain in towns which are considered dangerous; and, in fact, their work is a guaranty of protection, so highly do the people, friendly or hostile to American occupation, appreciate this work of education.

A very encouraging phase of the work has been the way in which the military officers have everywhere taken a keen interest in this educational movement, and shown their appreciation by aiding the teachers materially. They have oftentimes furnished food and lodging to those en route; have furnished transportation to the interior; have frequently exercised their influence in gaining for the teach-

ers the good will of the community; and have at times gone so far as to procure materials for schoolhouses.

The civil commissary, from which teachers purchase supplies at reduced prices, has now been in operation for several months. While there is some complaint, particularly from those who live in the remote towns, it is small, and the advantages accruing to them from this privilege are material. The methods in handling supplies are being improved, and the transportation facilities bettered, so that the supply store promises to be of even greater benefit to the teachers in the future.

One of the difficulties resulting from the poor mail facilities throughout the islands is the serious delay which many of the teachers experience in receiving their salary checks. Oftentimes they are compelled to wait two and three weeks, and even longer, after the salary is due before they receive it. The hopeful side of the whole matter is, however, that improvements are being made in the mail service, and the delays in delivery consequently are diminishing.

Coupled with this difficulty was the depreciation of the Mexican currency in which teachers were paid. The appropriation for the salaries of teachers was made in this local currency, hence the disbursing clerk was compelled to make all checks payable in such money. All might have been well had the currency maintained its former ratio of \$2 Mexican to \$1 gold; but, on the contrary, it depreciated regularly. The postal authorities refused to accept it in payment of money orders on the States, and then the teachers were in a serious difficulty. Many of them had families at home dependent upon them, and others had incurred debts which they had to meet. The depreciation affected the entire civil organization, the Commissioners themselves losing by the amount of depreciation.

The matter was given most serious attention, and requests sent to the Civil Commission asking that some definite step be taken. In answer the following reply was received from Commissioner Ide, secretary of finance and justice, and sent out immediately in the form of a circular to the teachers:

The difficulties within referred to are fully appreciated by the Commission and by this office, but they are temporarily incident to the situation. The changed ratio for the next quarter will probably, before the quarter is through, operate to the advantage of civil employees, so that they will obtain more than their salary as fixed in gold. It will be necessary for all to be a little forbearing. It might be remarked that the Commissioners themselves are subject to precisely the same inconvenience as the writer of the within letter and suffer the same pro rata loss. It is impracticable to make payment for the month of December in other than the currency that was appropriated for that purpose and that is available. The only method for immediately relieving the difficulty would be to require all customs receipts and internal-revenue taxes to be paid in money of the United States, so that there might be money of that character available for all insular purposes; but in view of the early action of Congress on the currency, when it is expected the subject will be placed on a permanent basis, it is not considered advisable to make so radical a change as the one suggested, and one that would so seriously disturb the business of the islands.

As an attempt to restore matters to their former condition, the Commission enacted that the legal ratio of Mexican currency to gold should be \$2.10 to \$1 for the first quarter of 1902. The postal authorities, moreover, accepted the local currency again to the amount of \$50 gold a month. This action helped matters considerably, and the teachers were able to gain a slight advantage as far as local debts were concerned; but the currency is still depreciating, the commercial value being lower than that enacted by the Commission. Hence difficulties in financial matters still exist, affecting all civilian employees alike. There has, however, been an amelioration, and a greater improvement is expected during the next quarter of the year and continuing.

In the matter of salary increases the basis has continued to be that of efficiency.

The following directions were sent out to division superintendents in December, 1901:

MANILA, December 2, 1901.

To all division superintendents:

Without making any sweeping changes or letting the teachers know that such changes are contemplated, I wish you would recommend for increase such teachers as come within the following classes and *whose work warrants the advance*:

1. Men teachers having families, and graduates of colleges and universities. These men should receive not less than \$1,200.

2. Normal-school graduates. These should receive not less than \$1,000.

Since the arrival of the teachers, increases have been made regularly. At the present time about 35 per cent of the total number of salaries have been advanced, and the proportion is growing daily. In addition to these increases for efficiency, the majority of the teachers have received the extra compensation of \$120 a year for night-school work.

The transportation difficulties at the present time cause serious delay in receiving school supplies, a condition which obviously militates against the best results in the work. Teachers oftentimes are compelled to wait patiently for weeks for books and materials and make the best of inadequate tools and equipment on hand. It is not a question of having no books or other supplies, but of getting the additional ones needed.

Lately the quartermaster department of the army has refused to transport civil property, an action which affects the department of public instruction directly. Heretofore the army people have lent most valuable aid in shipping school supplies, particularly to the inland towns, but inform us now that they are unable to do so any longer, owing to the amount of business in their own department.

To meet this emergency the plan was adopted, whenever possible, of making the local presidentes responsible for the transportation of school supplies from the nearest post to their towns, and in other cases that of placing the respective deputy division superintendents and teachers in charge of supplies shipped after these had arrived at the port nearest their destination. They were authorized to hire bull carts for transporting the goods to the towns for which they were intended. Thus both by the presidentes and the teachers, and in some cases, still, by the military authorities, the transportation of the supplies receives attention.

Conditions are much better than a year ago, and the time taken by goods en route is shortening daily. With the arrival of the fleet of steamers now in course of construction in China, moreover, for the transportation of civil property decidedly better service is to be expected.

The work done by the American teacher is in part supervision, but in large part regular teaching. He looks after the school work in his town and oftentimes in the neighboring barrios; instructs the native teachers daily in English and in other studies; spends a part of his own time in teaching the children; and has charge of all property and supplies. The native teacher devotes all his time to school management and teaching the children.

For the purpose of gaining impartial opinions of the effect created by the American teachers in their respective towns a letter was sent to the chiefs of the constabulary, provincial governors, and others whose knowledge was considered valuable, asking their opinion as to the effect created by the American teachers, and any criticism, favorable or otherwise, together with suggestions concerning the work.

The replies were, without exception, almost flattering. In every case the teacher was reported as doing excellent work, not merely in the special field of teaching, but in the broader way of introducing the best American ideas; in raising the standard of home life; in preparing the natives really for self-government;

in dispelling feeling against Americans, and hence aiding in this work of pacification by showing the people the best we have to offer.

It is needless to quote the numerous letters received in answer to my inquiry; instead I submit a few representative ones, which serve well to show the prevailing opinion of the teachers' work.

The following is from Capt. Henry T. Allen, chief of the Philippines constabulary:

Referring to your letter of January 25 instant, it gives me pleasure to inform you that with scarcely a single exception I have heard only good reports of the work being done by the teachers of English in the various parts of the islands. In a word, they are proving by their acts as well as words the wisdom of the policy adopted in regard to education here. These teachers afford the people an opportunity of learning in a most expedient and practical way what good American citizens are and what may be expected from American control. Without them the ideas of these people would be formed largely from those with whom they have come in contact during unfortunate times—the soldiers.

I have had occasion to learn from various sources that the teachers are on extremely good terms with the people of their towns, who are beginning to rely upon them for counsel and advice in nearly all matters of importance. This means that the body of teachers, in addition to their value as instructors, will have a tremendous influence in maintaining order and peace in the archipelago. The influence of the 800 or 900 teachers under your supervision, dispersed throughout the islands giving instruction, both by exemplary habits and books, will produce a far-reaching effect scarcely attainable by any other method.

This reply is from Captain Baker, first assistant chief Philippines constabulary:

Complying with your request of January 25, I have the honor to inform you that in my recent inspections, which have extended all over northern Luzon, and even to the remote parts thereof, I have come in close contact with the American teachers therein.

In that way I have become much impressed with the high moral and mental caliber of these officials, with the earnestness and tact with which they are performing their duties, and with the patience and cheerfulness with which they have met the inconveniences, amounting in some cases to hardships, incident to the early days of their residence in remote places. This last condition is gradually passing away, especially since the establishment of the civil supply store.

Everywhere I found the teachers receiving or gaining the respect and confidence not only of the children but of the parents.

In many places the teacher, in addition to his regular duties, occupied that of adviser and friend to the community—a position similar to that filled by old justices of the peace in many of the country communities of the United States.

I do not remember having heard a single adverse criticism of any of the teachers, male or female.

I believe, however, that your district superintendents may have too much clerical work to do, and that this in time may prevent them going about their districts and making the constant personal inspections so necessary to the unimpaired efficiency of such a machine.

I also believe that in all cases they should give their English instruction in English direct, and not complicate it by using the Spanish language as an intermediary. This opinion is based on my own experience in superintending the teaching of English to Indians who possessed a larger Spanish than English vocabulary. In this connection, all through the Cagayan Valley, in Nueva Vizcaya, and the northern part of Nueva Ecija, I found that not only the children, but in many cases the town councilmen, knew already more English than they did Spanish.

The letter here given is from Mr. C. J. Bailey, senior inspector of the constabulary for Tarlac Province:

Your favor of January 28, in which you request my opinion, written at length, as to the effect created by the American teachers, and any criticism, favorable or otherwise, and any suggestions which I can make in connection therewith; also information as to what is needed in this province to make this work of education the more successful, is at hand.

After the pessimistic utterances to which the country has been treated in recent days from certain prominent educators, it is refreshing to acknowledge the hope-

ful and inspiring progress of the American teachers and their young native wards in this province. Summing up the results of educational progress in Tarlac, I can see in them the fact that the passions of the Filipinos do not run away with them, that the native spirit is growing broad and rich, that their children are treated better than the most optimistic "Americanistas" anticipated, and riches in money and brain are being used in higher ways than heretofore experienced by them.

To the soldier or civilian whose knowledge of the situation in this province has been gained by experience in the islands there is more real assurance as to the development of a satisfactory condition here, more hope of a reasonably speedy settlement of all antipathies, in the work of the school teachers than in any other agency. The highest tribute that can be paid to their (the teachers') tactful diplomacy is found in the general satisfaction their teachings have given the former insurgent leaders. The families of Macabulos, De Leon, Lopez, Rigor, Ramos, and others, as evidenced by expressions to me, have nothing but words of praise for Deputy Superintendent White and his assistants. The Rigor parents feel assured that the instruction is intended to be specially favorable to them; and the Ramos family are satisfied that what their children are taught will remove whatever grounds still remain for antiultimate Filipino independence. Much of this result is no doubt due to the energy of individual teachers with which the campaign of knowledge is being conducted.

When native school children daily gather in groups on the streets and plazas and sing "America" and "The Star Spangled Banner," in good English and with a vigor that would have made our pilgrim forefathers envious, they voice the beginning of the end, and promise that that end shall come speedily.

The school children as well as their parents have the fullest confidence in the intention of the department of public instruction to do well by them. I do not say that they as yet appreciate the full value of the work that has been and is being done on their behalf. I know that they are beginning to comprehend its beneficent purpose and its vitalizing results, because I have had opportunities for observing them in this precise connection at close range.

The following extracts are from a letter from Major Gardiner, governor of Tayabas Province:

If I were asked "What has contributed most toward convincing the Filipino people of the good intention toward them of the American Government," I would say: "It is the efforts which the Commission is making for their education."

When it is considered that heretofore the friars forbade in the provinces the teaching of Spanish; that their every effort was to prevent enlightenment of the people even when schools were supported by the Spanish Government; that a Filipino youth who returned from Europe or Hongkong, after completing his education, was looked upon with suspicion and followed by secret spies of the friars to see if perchance he spoke to others of liberty or free thought, and in the end was generally accused by the friars of being a filibustero or disturber, and deported or exiled; that only a favored few were permitted to learn anything but the catechism; seeing the different views which Americans take of matters of education, they are willing to agree that we are on these lines doing more for them than they could themselves do under an independent government.

The schools in this province are a success, and in some pueblos a phenomenal success almost beyond belief. The other day I visited the school in Lucban. I saw three American and four Filipino teachers holding classes in one building, with 650 boys and girls between the ages of 5 and 14. The school went through a portion of its Christmas-day exercises for my benefit. I heard a boy speak in clear English " 'Twas the night before Christmas, when all through the house," etc. Another spoke "The Village Blacksmith;" another "Hang up the baby's stocking;" there were also dialogues, athletic exercises, American songs, etc., by little folks 5 and 6 years old. Children speak English on the street, they teach their parents, they interpret, and this has all been done in a year and a half. There is visible everywhere a yearning for knowledge, an eager desire to read our books so that their "eyes may be opened," as they express it. Filipino children are very precocious; they learn rapidly. I taught a little Filipino boy of 8 to repeat accurately, by saying it over to him three times, the couplet "Little drops of water," etc. These children are very orderly and easy to manage. One teacher told me he could more easily govern 300 Filipino children than 50 Americans. They seldom ever quarrel or fight; they are deferential and obedient. * * *

The American teachers who came to this province have, with few exceptions, done well and been enthusiastic in their work. In the little pueblos where the

teacher is, perhaps, the only American, his is a lonesome life until he becomes interested in his work, and if he is out here because he loves teaching, he will soon be so interested in his work that he will forget his isolation for the joy of seeing the fruits of his labor in this virgin soil. * * *

Three young Filipinos from this province are now attending American universities, having been sent by their parents. At the last quarterly session of the presidentes (mayors) of the pueblos of this province, it was voted that three others should be selected by competitive examination, each pueblo to send one competitor to the capital, where the selection is to be made, in order to get a thorough acquaintance with the English language, the ages of these boys to be between 14 and 16 years, and to be kept in the United States until their education is completed, the cost of their education to be paid by the pueblos in proportion to their population.

This letter is from Mr. A. W. Betts, governor of Albay Province:

In compliance with your request of the 27th instant for information concerning the educational work in this province, I am pleased to say that the progress made by the schools in this province is extremely gratifying; and, in fact, a visit to the schools that have been established during the past few months will convince one of the aptitude of these little people for acquiring knowledge that really seems incredible. I do not believe there is anywhere in the world more enthusiastic students than the children who are attending the public schools of this province. The greatest enthusiasm prevails in the towns where the schools are managed by American teachers, and the greatest problem with which we have to contend, in these places, is to provide sufficient room and accommodations for carrying on the school work. In nearly all towns the buildings occupied by the schools are inadequate to accommodate the attendance. I am informed by several of the American teachers that the majority of the pupils regret vacation time, and in some places insist on attending school during the days when vacation is ordered.

The American teachers in this province are doing more to bring about peace and good will between the American and Filipino than any other persons on earth. Their work appeals to the parents, whose pride is greatly increased through the knowledge of the progress the child is making in being able to converse in English. No more striking illustration of this can be had than to see the smile of approval on the parent's face when the child salutes you in English. I firmly believe that the school is the key to the solution of the entire problem in the Philippines, and great good is being and can be done through this institution.

As I have above stated, the one thing most lacking in the work is suitable buildings for the schools. As rapidly as possible we are repairing the former school buildings. However, in many towns they have not sufficient funds to accomplish this. Some idea of the desire of municipal officers to provide suitable school buildings can be had from the fact that they have constructed buildings by popular subscription (partly paying for same), and in other instances have given shows and entertainments to raise sufficient funds to pay for the completion of the building. If there was a fund available to assist in this work of providing suitable buildings, the towns furnishing a certain portion of the fund and the remainder to be supplied from the general fund, the work could be very rapidly increased.

Thanking you for the assistance you have given us by detailing American teachers to the numerous schools in this province, I have the honor to remain, * * *

The following is a translation of a letter from Mr. Mena Crisólogo, governor of the province of Ilocos Sur:

The desire of the Filipinos to secure instruction, and above all to learn the English language, is general; hence the American teachers have been welcome everywhere as the means of enlightenment and progress. Under the Spanish Government, notwithstanding the many laws and decrees in favor of education, all the efforts of the teachers were wasted against the indifference and even the opposition of the parish friars, who were the inspectors ex officio of the schools. But now that the times have changed, fortunately, and the present government does not curtail appropriations to better and further educational matters, all the Filipino people heartily welcome such interest and zeal on the part of the honorable Civil Commission, and the school buildings are filled with children and even grown-up people anxious for instruction.

I have not been acquainted with many American teachers, but those whom I have chanced to speak with I have found very competent and sufficiently capable not only to fill the work of teachers in primary instruction, but also to perform offices of a higher order. Of the behavior and morality of those conducting pub-

lic schools in this province I have heard many praises, because they fulfill their duty with the greatest care and treat the pupils very well, and even with true affection, and hence they are generally much loved in the towns.

The following letter is from John W. Green, senior inspector of constabulary of Misamis Province, Mindanao:

Yours of January 28 received, and in compliance with your request I have the honor to make the following report concerning the schools in this province:

I have been in this province since its occupation by the American troops in 1900, and have become familiar with the manners and customs of the people. Since the arrival of the teachers in September, 1901, a great change is noticeable.

Wherever there are American schools the people are much more friendly than formerly; the children are beginning to speak a little English, and the natives in general show a disposition to adopt American ideas, especially in matters of dress and in cleanliness. Wherever there are lady teachers the native women in particular showed a marked tendency to adopt American dress. These influences are not limited to the centers of population, but are beginning to assert themselves even in the outlying districts.

The natives show a great interest in the schools and seem to appreciate the advantage of American methods over the old Spanish way of teaching. The night schools for the grown people are everywhere well attended.

In this province you could use to advantage as many more teachers as are already here. I have received frequent inquiries from towns where no one has as yet been sent, asking how they can secure an American teacher and requesting me to use my influence in their behalf.

I think there should be a general fund for the purchase of materials for building schools in places where the insurrection has destroyed the buildings and left the people too poor to build new ones.

The children in these places particularly need the influence of an American education, and should not be deprived of its advantages by reason of the poverty of the local municipality. The people would willingly do the work if materials were supplied, but at present there is no lumber available, and what is obtained has to be sawed out by hand.

I can not praise too highly the work of American teachers in this province. It is an ever-active force for peace and progress. A well-equipped army may put down insurrection for a time, but no one knows when it will break out again. With the progress of education insurrection will be stamped out forever.

I heartily wish you continued success and progress in your great work. Whenever I can serve you, do not fail to command.

The following extract is from Mr. Thomas Leonard, supervisor (inspector of public works) of the province of Capiz:

It is strongly believed by the subscriber that the solution of the Philippine question in its many and varied phases, in a very large degree, is to be found in the establishment and maintenance of the public school system, which will fit the rising generation for the various positions which they must assume if a stable civil government under the United States or in any other form is to be maintained in these islands. These young men and women must learn something of the world outside of their island home, and become conversant with the history and the rise and fall of other nations, that they may profit by the knowledge thus gained and so avoid the fatal mistakes that have been the cause of disruption and fall from power of many once great nations. They must become conversant with the habits and customs of other nations, so that they may discard those of their own that have become antiquated and remain to-day only as obstacles to their future progress. They are too prone to cling to what they call "costumbre." * * * It is left for our public schools to raise and elevate them and put them upon the plane of thinking men and women, capable of governing themselves wisely and well.

Much has been done for the school question in this province; much more remains to be accomplished. Some public schools were started here under the auspices of the military, and with more than satisfactory results. Among the first schools to be established were those at Capiz, Calivo, and Ibajay. The school at Capiz was started by the Eighteenth Infantry, that at Calivo by the Sixth Infantry, and that at Ibajay by the Forty-fourth Infantry, at which point I was then commanding officer. Enlisted men were detailed as instructors, and this system was continued with encouragement and good results up to the time that civilian teachers were appointed in the place of soldiers. In the meantime many other stations had been opened up. With the advent of an organized system of instruc-

tion advancement has been made in a marked degree. There are now in this province 14 American teachers, of whom five are located in our capital city, two at Calivo, and one each at Panitan, Dao, Dumarao, Pontevedra, Panay, Ibajay, and Malinao. From the standpoint of one who has visited these towns during the times of the insurrection, the contrast between then and now is very great, and the influence of our American school system under the guidance of American teachers has been decidedly beneficial. It would be, of course, of immense advantage if an American teacher could be stationed in every one of the towns of our province, but this is hardly practicable at present, and therefore native teachers have to be employed in many instances. The eagerness with which these teachers try to learn our methods of tuition and the interest that they display in their school work are exceedingly gratifying. Already in Capiz there is a class of young women known as the "aspirante" class and composed of some of the very best people of our town. They are trying to fit themselves for the work of teaching, and already many of them are able to render valuable assistance in the work. This plan, I believe, should receive every encouragement, and nothing could be more helpful than the establishment of a provincial normal school, and I believe the province should be required to furnish suitable buildings and other necessities required for this purpose.

The following extract is from a letter from Mr. James Ross, governor of the Camarines:

From my acquaintance with and observation of the work and conduct of the American teachers in this province I believe they must average up pretty well with those of other sections. Most of them appear to be earnest and active young men and women, with a desire and ambition to make a success of the work they have undertaken, and I consider that the results accomplished by them during their short period of service here have been as satisfactory as could be expected when the adverse conditions under which most of them are obliged to work are taken into consideration. It would be difficult for people in the United States, or even in Manila, to appreciate the conditions under which an American school teacher in a small provincial town has to live. Cut off from all the comforts and even ordinary conveniences of life, far removed from people of his own race and language, and out of the lines of communication with the outside world, his position is not one to attract the notice of the envious. I have found, however, that as a rule the teacher thus situated meets the situation cheerfully enough and makes the best of the conditions as he finds them. I have also been pleased to observe that most American teachers in this province have apparently come here thoroughly imbued with the idea which I consider the essence of the American policy in these islands, viz, to get into as close touch as possible with the people, and by kind, courteous, and honorable conduct toward them gain their respect and confidence. The conduct of teachers along this line has been most satisfactory as a rule, and I have found that they use very good judgment and tact in dealing with the natives, thereby making themselves active agents of the Government in convincing the people of the benefits they are to derive by trusting and remaining loyal to the United States Government and in showing them the way to a higher plane of civilization. I believe you will agree with me in considering this to be a part of the teacher's work as much as his daily routine in the school room.

The following is an extract from the letter of Mr. Bonifacio Serrano, governor of Masbate:

In compliance with your request of January 27, I have the honor to submit the following in regard to the schools and the effect of the presence of the American teachers:

In making my semiannual tour of inspection at the close of last year I was pleased to find the most friendly relations existing between the teachers and the people. Wherever they are stationed there are already many children speaking considerable English, and there is manifested a great desire on the part of the people to learn the language.

The teachers have made their presence felt in many ways. The sanitary condition of the pueblos has been improved. They have distributed medicine of their own, but, owing to the great amount of sickness, it has not been sufficient. This and the manner of their life have been such as to win the confidence and respect of the people, and no doubt done much to satisfy them as to the real object of American occupation.

Below is a part of a letter from Mr. Demetrio Larena, governor of Oriental Negros:

I have the honor to acknowledge receipt of your favor of the 27th of January last, and, in accordance therewith, I state the following:

The satisfaction produced in this province by the settlement of the American teachers is of a high degree. For the short time they have been in charge of the schools the improvement observed in the children of both sexes is very remarkable, notwithstanding the natural apathy of many toward education and the work of certain elements in discrediting work of the teachers, impressing secretly on the minds of the parents fanatic ideas, and causing some of these to fear sending their children to school. The prestige that the teachers are gaining in the towns makes the attendance at school ever greater.

Nothing censurable can be said of them. On the contrary, the people tell me everywhere that they are satisfied with their teachers, and that on account of the large attendance of both boys and girls they desire more American teachers.

The problem before the American teacher is one requiring the greatest amount of thought. The teacher is needed but a short time each day, but the diplomat must be on duty continuously. As a rule, the American teachers have been most cordially welcomed, and have at once apparently become a necessity to those to whom they have been sent. Many are far removed in the interior, living on the native food, miles away from the nearest American, with only a glimpse now and then of the outside world, through the medium of a poorly equipped mail service; but with all these drawbacks there is a bright side, as is shown by the following remark made by an American woman from a New England State: "I really trembled to think of what I should have missed if I had not come to the Philippines."

The responsibilities of the teachers are great when the situation is looked upon from a broad standpoint, but it is a grand opportunity to bring out all the manhood and womanhood that there is in them. That the majority are rising to meet this opportunity augurs well for the success of the educational movement and is a high tribute to the character and ability of the American teacher, proving conclusively that they will do their share toward the pacification and upbuilding of this island archipelago of ours. The following extracts from a report of one of the division superintendents is of interest:

The American teacher in the Philippines and the problems which he must strive to solve are not fully appreciated by those who have not been an eyewitness to his work and surroundings.

His chief duties are to teach five hours a day; to instruct the teachers of the central school one hour daily; to organize, after his day school is running smoothly, an evening class for adults, and to meet them three times per week for one hour and a half each time; to investigate the barrio schools and supervise the work of barrio teachers; to be tactful and patient in dealing with everybody he meets—especially the presidente.

The surroundings to which he must adapt himself are hard, and above all, strange. There are only two ways in which he can provide food and quarters for himself. If he is the only teacher in the pueblo, and the pueblo is garrisoned, he has in many cases been invited to mess with the commanding officer. I have never heard of a teacher refusing this invitation. When there is only one the situation is serious. He can not afford to keep up an establishment by himself.

When two teachers are assigned to one pueblo they can arrange for their own mess, hiring a cook and a muchacho. * * *

For one week at least after his arrival at the place to which he is assigned the teacher is discouraged. From this time on he improves—that is, in four cases out of five. By this I mean that he takes hold of the situation and makes the most of it. He becomes interested in his work and makes friends among the leading people, interviewing members of the city council, explaining matters to the presidente, and winning his way.

From the presidente to the smallest urchin, admiration for the American women in the provinces is unfailling and never ending. The school children adore her. Their attentions become a burden, and it requires the nicest ingenuity to avoid giving offense and yet to have sufficient time for rest and recreation. The schoolhouse for girls is filled by 7.30 in the morning. In the afternoon they accompany the "maestra" home. When the "maestra" walks out the pupils waylay her,

and before she reaches her room again there are many "compañeras." If the "maestra" wishes anything there is a scramble to see who can have the honor. One presidente asked for three ladies, and gave as a reason that the children could not distinguish between an American soldier and an American male teacher. There is a grain of truth in this, but there is a better and truer explanation, though the presidente has not perhaps thought of it. A woman in the presence of children can become more sympathetic and kindly than can a man. Especially is this true in the present stage of the development of the schools, when the situation in respect to many things is as hard and strange to the children as to the teacher. The best class-room instruction I have seen in this division has been given by the American women.

The American teacher, if true to himself, his calling, and his country, is, perhaps, the chief factor at present. The success of this great educational experiment depends upon his ability to establish sympathetic relations with Filipino pupils, parents, and teachers; to work day and night conscientiously and tactfully, and then patiently to await results. He needs to possess, besides scholarship and professional training, ready tact, plain common sense, a warm heart, and colossal patience. It should be noted that nowhere in the United States are the qualifications for elementary teachers any higher than those exacted, as a general rule, by the department of public instruction here in the appointment of the thousand teachers. They are either normal or college graduates, and the majority of them have had at least two years' successful experience; their health good, personal habits and moral character vouched for by proper authorities.

VIII.—FILIPINO TEACHERS.

The native teachers are appointed by the division superintendents and paid by the municipalities.

The permanent normal schools prepare the natives for taking up the school work, and after they have become teachers a regular course of training is laid out for them, consisting of daily instruction given by the individual American teachers and work done in the vacation normal institutes, which are established in every province.

The total number of Filipino teachers at present is approximately 3,400, distributed as shown in the table, Section V.

Since the institution of the American school system the salaries of native teachers have been generally increased by something like 33½ per cent, and yet in many cases they are still inadequate. The average salary for male teachers is about 20 pesos a month; for female teachers, 15 pesos. There are some teachers at present who are receiving sufficient compensation for the quality of work they are able to do; their preparation, received some time ago, was poor, hence their work is not of the first class. On the other hand, however, there are many who are doing excellent work and yet are receiving barely enough salary to meet their living expenses. These teachers should certainly receive more money on the score of efficiency. Another reason for such increase is that teaching here would be made a more desirable profession and attract the most capable among the Filipinos. When the superintendents, however, recommend increase in the native teachers' salaries, the municipalities in many cases claim they can not grant the additional amounts, and this statement is oftentimes true. As a solution to the problem, the recommendation is strongly urged by some division superintendents that the insular government pay the native teachers. In some cases this government has lent financial aid to the municipalities, and may do so more extensively, having as security a claim on the local land tax. It is this local tax which is often needed to put different municipalities on their feet financially, and it is hoped that when thus situated they will be able to grant the increased salaries to their native teachers.

There is at present no means of knowing the ability of native teachers except by actual observation of their work. Hence some system of certificates is necessary. Such existed under the Spanish rule, but were of little value because they were not true indices of the teachers' ability. The question was submitted to the various division superintendents, and the general opinion was that a system of examination should be established, not necessarily formal written ones, but of such a nature that the teacher's ability could be gauged, on the results of which appropriate certificates of first or second grade could be issued.

The matter of pensioning Filipino teachers was also submitted to division superintendents for their opinions. The majority were in favor of such pensioning, on the ground that teaching would thus be made a desirable life profession, and at the same time teachers could without hardship be removed from active work to make place for the younger, more active, and efficient ones. These matters of pensioning teachers and issuing certificates remain to be worked out.

The establishment of tributary normal schools in the provinces in conjunction with the central normal school of Manila gives the solution of the problem of securing efficient native teachers; for the graduates of these institutions go out well equipped for their work, with a substantial training in English and the common studies. This work of preparing the Filipinos to teach their fellow-beings is the fundamental element in this educational organism, and is one of the most significant signs to the Filipinos of the true object which the American Government has in coming to these islands.

IX.—FILIPINO CHILDREN.

Now that we have considered the American and the Filipino teachers, it is, perhaps, appropriate to say a word about their charges, the native children. The following questions were embodied in a letter recently sent out to the teachers, and the answers were exceedingly interesting:

What branches of school work are most interesting to the boys? .

What branches are of most interest to the girls?

In what games do the boys take interest?

In what games do the girls take interest?

Do the boys and girls play together?

What do you think of the advisability of mixed schools?

Do you observe as good results from the schools in the way of desirable habits, such as punctuality, regularity, neatness, accuracy, truthfulness, industry, etc., as you do in scholarship?

In what lines, if any, does the Filipino child surpass the American child?

In what lines does he fall short of the American child?

Suggestions.

The boys were found to take by far the greatest interest in arithmetic, next preferring English, drawing, writing, and reading in the order named.

The girls show the greatest interest in English, reading, spelling, drawing, writing, and music. Their interest in English (their favorite subject) is not so marked over the other subjects as the interest of the boys in arithmetic.

Among the native games the boys take great interest in kites, pitching pennies, native football, and leapfrog, introducing the element of gambling wherever practicable.

Of the games introduced by the American teachers they take most interest in baseball, football, prisoners' base, catch, duff, and hop scotch. The boys are more active than the girls in all sorts of play.

The majority of the teachers report that the girls do not play games. Many report, however, that the girls are interested in the shell game (a kind of marbles), native hop scotch, running games, song-and-dance games, and jackstraws.

Under the guidance of the teachers many of the girls enjoy jumping the rope, hide and seek, blind-man's buff, crack the whip, dressing dolls, etc.

The boys and girls in the majority of cases do not play together, especially among the better classes.

Sixty per cent of the teachers are opposed to mixed schools, because of the public sentiment against the practice. Many say the better class of girls would leave school if mixed schools were established. They say, too, that the girls are inferior to the boys in intelligence and would feel too keenly a failure in recitation before the boys.

The minority are very strong in their support of mixed schools, claiming that they have a refining influence on the boys, make the girls less diffident, render the problem of grading much easier, and reduce the necessary number of teachers.

On the whole the results in scholarship are better than in the desirable habits mentioned. Many affirm, however, that in punctuality and neatness the results have been as gratifying as in scholarship.

A very large majority of the teachers claim the superiority of the Filipino child in the power of imitation, in memory, and in courtesy. Many teachers, on the contrary, state that he surpasses the American child in nothing.

The Filipino child falls short of the American child in general intelligence, in concentration, in reasoning, in activity, in morality, and in ambition.

Almost all of the teachers beg the enforcement of a compulsory school law. Many ask for the requirements of English in the private schools and for the payment, or partial payment, of native teachers from the insular treasury.

X.—TEXT-BOOKS AND SUPPLIES; COURSE OF STUDY.

Under the military organization the start was made in substituting English texts in place of Spanish ones. The books introduced at that time, together with their distribution, have already been given in Section II. The following is a complete list of text-books and supplies to date:

List of text-books and supplies received and ordered since January 1, 1901.

ARITHMETICS.

Wentworth's arithmetics	85,000
Heath's primary arithmetics	15,000
First Steps in Arithmetic	10,000

GEOGRAPHIES.

Frye's geographies	35,000
Tarbell's geographies	10,000

HISTORIES.

Montgomery's History United States	35,000
Myer's General histories	5,000
Eggleston's histories	10,000

READERS.

Baldwin's primers	100,000
Baldwin's First Year	35,000
Baldwin's Second Year	45,000
Baldwin's Third Year	20,000
Ward primers	25,000
Phonetic cards, primer	500
Ward First Reader	25,000
Phonetic cards, reader	530
Tagalo-English primers	10,000
Visayan-English primers	10,000
Bass's Beginners' readers	10,000
Cyr's First readers	5,000

New Educational readers	10,000
Thought readers	10,000
Lessons for Little Readers	10,000

SUPPLEMENTARY READING.

Fifty Famous Stories	10,000
Health Chats with Young Readers	10,000
Big and Little People of Other Lands	20,000
Heart of Oak, No. I	10,000
Heart of Oak, No. II	20,000
Heart of Oak, No. III	10,000
Little Nature Studies	10,000
Nature Stories, Davis	10,000
Robinson Crusoe for Youngest Readers	10,000
Friends and Helpers	10,000
Guyot's Geographical Reader, North America	10,000
Carpenter's Geographical Reader, Asia	10,000
Great Americans	20,000
Grimm's Fairy Tales, I	10,000

GRAMMARS.

First Steps in English	10,000
Mother Tongue, No. I	10,000
Mother Tongue, No. II	10,000
Lyte's Elementary English	10,000

DICTIONARIES.

Webster's Primary Dictionary	10,000
Webster's Academic Dictionary	3,000
Spanish-English Dictionary	2,000

SPANISH-ENGLISH.

Lecciones de Lenguaje	10,000
-----------------------------	--------

AIDS FOR TEACHERS.

Knapp's Spanish Grammar	500
Edgren's Spanish Grammar	10,000
Guías para Maestros	500
Teachers' Manual	500
Waymarks for Teachers	500
Ward's Manual	1,000
Philosophy of School Management	1,000
Syllabi	1,000
Suggestive Lessons in Language and Reading	1,000
Our World Reader	1,000

CIVIL GOVERNMENT.

The Young American	10,000
--------------------------	--------

CHARTS, ETC.

Carnifex charts	2,500
Chart primers	3,000

MUSIC BOOKS.

Songs of Nations	20,000
Child's First Studies in Music	10,000
Normal First Music Reader	10,000
Music charts	100
Leaflet Silver Song Series, assorted	500
Leaflet Coda Numbers, assorted	500

WRITING MATERIALS.

Chalk	gross ..	40,000
Blackboard cloth	pieces ..	2,000
Composition books	dozen ..	10,000
Boxes drawing crayons	gross ..	100
Blackboard erasers	do ..	300
Hylloplate	pieces ..	3,000

Ink	pints	11,280
2-ounce bottles ink	gross	500
Ink tablets	boxes	2,000
Blotting paper	reams	100
Lead pencils	gross	6,800
Slate pencils		1,000,000
Penholders	gross	1,500
Pens	do	9,621
Slates		96,800
Writing pads, assorted		186,000
Spelling blanks		50,000

OTHER SUPPLIES.

Call bells	gross	10
Clocks		1,280
Flags, United States		4,139
Numeral frames		3,000
Globes, 8-inch		500
Globes, 6-inch	dozen	500
Teachers' inkstands		1,450
Maps of the Pacific Ocean		100
Maps of the world and United States		2,500
Blackboard pointers	gross	10
Metric rulers	do	100
Blackboard slating	gallons	2,022
Copy books	dozen	10,500
Kindergarten supplies.		

SCHOOL FURNITURE.

School desks	23,075
Filipino desks	1,000
Bookcases	1,000

MISCELLANEOUS.

Pictures of President Roosevelt	2,000
Lanterns and slides	9
School registers	3,000
Book covers	110,000
Normal School: Books and supplies.	
Industrial School: Books and supplies.	
Grand total, \$454,972.28.	

The problem of selecting suitable text-books for Filipino children has been a difficult one. With the view of getting the teachers' ideas as to the relative merits of the English texts used questions were sent out asking for detailed answers. The teachers, almost without exception, found the books undesirable for the reason that they dealt with things unfamiliar to the Filipino child. The stories and pictures were those of a different environment, intended for children of another country. Such words as "strawberry," "snow," "Jack Frost," and "fairy" possess little significance for the children of the Philippines.

It was finally decided that a set of primary readers prepared expressly for the Filipinos would be the only satisfactory solution of the problem. The plan of the books includes considerable drill and practice in phonetics, with verbs which can be acted out or which lend themselves easily to gesture. The nouns are to be the names of familiar objects and the sentences are to develop from the most simple to the complex forms, with the view of teaching other words largely from the context. The work before the third reader is to be such as to enable the teacher, when this book is taken up, to explain in English all new and more difficult words and expressions. Sufficient repetition in each book and throughout the set is to be made to fix the more common forms of expression. Bright, attractive illustrations of such a sort as really to help the child understand are to be a feature.

The books should be strictly reading books, based upon the pedagogics of reading, but with the view of correlating and mutually reenforcing the work and of awakening many-sided interest. The matter in the second and third readers is to

be varied. Simple music, nature study, the elements of geography, grammar, and arithmetic, manual training, and a study of form are to be introduced.

The general plan includes two courses, one basic, the other supplementary, for which the special books midway between the American and the so-called colonial texts will be used.

An elementary language book to be taken up at the close of the third year is to be made with direct reference to these readers. A geographical reader treating of Philippine life and a hygiene for children of the tropics are to be included in the supplementary course, and a special reading chart in colors is to accompany the course.

For the aid of the inexperienced American teachers and the Filipino teachers, a special manual is to be written in which will be treated the use of the books, the blackboard, the chart, and the work at the desk.

Until such a set of books becomes available the following has been adopted as a suggestive course of study:

OUTLINE FOR THE FIRST YEAR.

READING.

[First half.]

Make the lessons the first part of the year from blackboard exercises, taking original blackboard charts, consisting of pictures and words in script and print.

Be careful about difficult sounds and combinations.

Begin in a simple way the work in phonics to be taken up the second half year.

Use with the blackboard the Carnefix chart, teaching thoroughly a few common words, such as horse, dog, hat, boy, girl, man, etc.

[Second half.]

Continue the chart.

Use Ward's Primer and First Reader as a basis, and use Bass's or Baldwin's Primer and Baldwin's First Year or the Thought Reader, Book I, for supplementary work. Use the Ward Manual for Teachers.

LANGUAGE.

Use the nature work as the basis of much of the language work in this year.

Use words in the reading lesson as the basis for the forming of original sentences.

Teach the use of capital letters in beginning sentences and in writing the names of people.

Teach each child to write his own name and the town in which he lives after it.

Also teach the use of the period.

Short stories should be given by the teacher.

Question and answer and reproduction by the pupils.

Give talks on nature and the day's experience.

Encourage the children to talk freely about their busy work.

Have pupils copy words and sentences, and encourage them to make short original sentences.

The object lessons on size, shape, and color will give a good basis for language lessons, and will correlate well with the study of form as outlined below.

SPELLING.

The spelling of this year should be very simple.

See that the child pronounces the word correctly before spelling it.

Then see that he copies it correctly.

Teach the spelling only of such words as the child is familiar with.

Select them from the reading lesson and from the language work.

The child should at the end of the year be able to spell every word in his lesson passed over.

Oral spelling can be used occasionally with good results.

GEOGRAPHY.

Observations and talks on the earth and sky.

Develop ideas of right and left and the points of the compass.

Give talks on day and night, sun, moon, and stars.

Teach the names of the days and months, and the arrival of holidays, and explain simply the meaning of each, thus giving the child a little glimpse of history.

Teach by object lessons—by sand board, if you have one—mountain, valley, river, and ocean.

NUMBER WORK.

In teaching numbers the name of each should be the secondary consideration and incidental to the development of the sense of perception.

Have number games; use beads, blocks, and sticks.

Count and group in blocks of twos, threes, and fours to eight during the first quarter of the year.

Formal work in numbers should not be taught during the first half of the year.

Numbering should be incidental to the forming of clear conceptions of the object observed.

Elementary operations in addition, subtraction, multiplication, and division may also be taught up to eight; fractions up to the same number may be taught during the first half year.

By the end of the year pupils should be able to read and write numbers up to 100, and to use them in simple operations up to and including 10.

LIFE AND NATURE STUDY.

Learn the names of various common plants.

Learn what plants are used for food.

Learn what plants are used for making cloth.

Learn what trees are used for wood, what furnish fruit, and what furnish building material.

Learn what plants are poisonous.

Have, wherever possible, sample of plant discussed in the schoolroom, also samples of the products made from it.

Make these lessons the basis for conversation.

Get the children to tell you all they know about the subject discussed.

STUDY OF FORMS.

Study solids in the following order:

1. As wholes.

(a) By handling.

(b) By modeling in clay.

(c) By comparing.

2. As to surface, determining various kinds.

3. As to phases.

(a) Plane.

(b) Curved.

(c) Round.

4. As to edges.

(a) Rough.

(b) Smooth.

(c) Sharp.

(d) Round.

5. As to curves and angles. Teach the terms:

(a) Sphere.

(b) Hemisphere.

(c) Cube.

(d) Prism.

(e) Cylinder.

(f) Oblong.

(g) Square.

(h) Triangle.

(i) Circle.

(j) Semicircle.

Paper folding and cutting will be very helpful in this work. It should teach:

1. Geometrical forms.

2. Sequence of forms.

3. Linear dimensions.

4. Symmetrical forms.

Have the children cut these from object patterns and later from dictation.

Fold from the square a circle to illustrate position of lines and the formation of angles.

Cut forms previously traced or folded.

Mount these, if possible.

NOTE.—Interest is added to this work by the use of colored papers. When used, the names of the colors should be taught to the children.

DRAWING.

Drawing should include simple objects, leaves, fruits, etc.

Coloring with crayons.

Drawing of lines, including triangles and quadrilaterals.

Also teach the child the different colors, with the name of each.

SEWING.

Lines, straight and combined, to form plain figures.
 Outlines of living forms, leaves, flowers, fruits, etc.
 Perforated cards can be used to advantage here. They can be designed and prepared by the teacher.

PHYSICAL TRAINING.

Have movement plays, songs and games, walking, marching, and simple calisthenic exercises, training in correct breathing, sitting, standing, and walking, and the proper use of hands and feet.

HYGIENE AND PHYSIOLOGY.

Give short talks on cleanliness, care of the nails, skin, body, teeth, eyes, ears, and feet.
 Teach the injurious use of narcotics and stimulants.
 Teach the child to appreciate his body.
 Name each of the different parts, as skull, face, trunk, and limbs.

MUSIC.

Make the music charts and the First Reader of the Normal Music Course the basis of the work.
 Use Lyman's Normal Course in the schoolroom.
 During this year teach a few simple songs and songs descriptive of ordinary life.
 Be accurate in time.
 Seek distinct articulation.
 Avoid straining the voice. (Soft singing will be a safeguard against this.)
 Before the year closes teach the scale.
 Use syllables.
 Also teach the children to read the scale.
 Teach them to beat simple time.
 For supplementary work schools will be supplied with the Child's First Studies in Music and Leaflet Silver Song Series, which should be used for rote singing.
 The schools will also be supplied with Leaflet Coda numbers, Songs of Nations, for this year and those that follow.

WRITING.

Use pencil.
 Take copy from blackboard.
 Copy books: None can be used in this grade.
 Be sure the child understands what he is writing.

RHETORICALS.

During the last half of the year have the children learn easy selections for occasional recitations.

OUTLINE FOR THE SECOND YEAR.

READING.

[First half year.]

Continue the Ward First Reader as a basis and complete Baldwin's First Year or the Thought Reader.

[Second half year.]

The Ward Second Reader should be used as a basis.
 Baldwin's Second Reader to about page 100.
 Continue to use the blackboard for illustration and explanation.
 Also make use of nature in your explanations.
 Ask questions upon the lessons, and insist that the answers be given in complete sentences.
 Impress upon the children that reading is the expression of meaning.
 Cultivate in them the habit of expressing as clearly as possible the meaning of what they are reading by the way they read it.
 Pay attention to the position of the child when reading; that he stand erect and hold his book in the proper position.
 During this latter part of the year practice sight reading occasionally.
 Silent reading can be used this year as busy work.
 Study well new lessons and give much attention to new words.
 Heart of Oak Book No. 1 should be used for supplementary reading.
 Other books which will be distributed to teachers for supplementary reading in this year and the years that follow are Fifty Famous Stories, Health Chats with Young Readers, Big and Little People of Other Lands, Little Nature Studies, Nature Stories, and Robinson Crusoe for Youngest Readers.

LANGUAGE.

- Let oral work predominate.
- Give some attention to written work at the desk.
- Make it very simple, avoiding the use of complex sentences.
- Make the getting of the thought precede the expression of it.
- Notice carefully the most common mistakes and give special work to correct these mistakes.
- Teach the use of punctuation marks as illustrated in the lessons.
- Teach the most common abbreviations: Mr., Mrs., Dr., the abbreviations for the months, P. I., U. S., etc.
- Give frequent dictation work.
- Have the children write short original sentences.
- Give frequent drill in oral and written reproduction of parts of the reading lesson.
- Give action lessons in which the teacher or pupil performs an action and the class describes it in a complete sentence or sentences.
- By the end of this year the pupil should be able to use ordinary simple sentences with ease.

SPELLING.

- Give written and oral spelling from the reading lesson.
- Give frequent dictation work in which the words of the spelling lesson are to be found.
- Be sure the class learns to spell every word in the reading lesson.
- Study the children's vocabulary, and make this the basis of your spelling work.

HISTORY.

- Continue the teaching of the holidays.
- Give special emphasis to their historical significance.
- Tell them in words they will understand simple stories with an historical basis.
- These lessons should not be frequent—not more than once a week.

GEOGRAPHY.

- Continue the work of the first year, and give more detailed instruction in local geography. (Local maps are needed for this work.)
- Give special attention to the geography of the Philippine Islands, especially the province in which you teach.
- Teach the continents and seas, the North Pole, the South Pole, the equator; why it is cold at the poles and warm at the equator.

ARITHMETIC.

- In this grade the children should learn the simple combinations of the numbers up to 25 and be able to use them in their other work.
- Teach objects of comparative magnitudes.
- Teach them to read the clock dial.
- Teach the number of days in a week, weeks in a month, months in a year, days in a year, and the number of days in a lunar month.
- Teach the Mexican currency.
- Teach United States money by cents to 25 cents; by nickels and dimes to \$1; by dollars and \$5 to \$25.
- Have the children tell the number of the lesson and the page where it begins.
- Teach long measurement.
- Compare it with the native measurement.
- Do as much of this work as possible by means of objects.
- First Steps in Arithmetic, Heath's Primary Arithmetics, and Wentworth's Arithmetics will be at the teacher's disposal for this year and the years that follow, but the work will not be primarily book work.

NATURE STUDY.

- Birds and insects.
- Learn the names of various birds and insects.
- Learn which are used for food; which are used for other purposes, if any.
- Learn something of their habits.
- Have specimens of the animal under discussion in the room, if possible.
- Use these lessons as material for conversation.
- Urge the children to watch the subjects studied when they are out of school, reporting what they have learned the following day.

DRAWING.

- Study the models:
 1. Square.
 2. Prism.
 3. Cylinder.
 4. Rectangle.
 5. Equilateral.
 6. Triangle.

7. Right, obtuse, and acute angles.
8. Horizontal and vertical lines.

Pay some attention to:

1. Division into equal parts.
2. Proportion.
3. Symmetry.
4. Arrangement.

Let the pupils do some drawing on paper.

Teach the colors of the rainbow, and how these colors are made.

Draw natural objects:

1. Round.
2. Uneven.
3. Irregular outlines.

SEWING.

Class drill on position.

Use of thimble.

Holding and threading of needle and use of scissors.

Simple plain sewing.

Basting.

Running.

Stitching.

Overhanding.

Patching.

Darning.

Buttonholes, etc.

PHYSICAL TRAINING.

First-year work continued.

Special attention given to correct position, correct breathing, setting-up exercises, and special fancy drills.

HYGIENE AND PHYSIOLOGY.

Continue the talks on personal cleanliness, as outlined in the first-year course.

Also the effects of narcotics and stimulants.

Continue the study of the body, taking up the parts more in detail.

MUSIC.

Continue the use of the Normal Course First Reader as a basis.

Review the scales and teach scales of 1 and 2 sharps and 1 and 2 flats.

Teach the common intervals.

Make this work as thorough as possible.

Put the new scales on the blackboard in colors and keep them there until the children have mastered them.

Continue teaching of songs, using the material referred to under the first year. By the end of this year the pupils should be able to master two-part singing.

WRITING.

Use a pen.

Write from blackboard copy and also in the regular copy books Nos. 1 and 2.

Be sure the child knows what he is writing about.

Never let the work degenerate into mere imitation.

RHETORICALS.

Have maxims and short chosen selections memorized and recited from time to time.

Cautio: The tendency will be to a mere reciting of the words with no conception of their meaning.

OUTLINE FOR THE THIRD YEAR.

READING.

[First half year.]

Continue the Ward Second Reader as the basis throughout the year, and complete Baldwin's Second Year or the Second Reader in Stepping Stones to Literature series during the first half year.

[Second half.]

Read complete the Third Reader in Stepping Stones to Literature series with some other book of same grade for sight reading.

Throughout the year lay special stress on bringing out the thought in natural conversational tones.

Watch carefully the articulation of words and give special drill to the children on sounds that are hard for them.

Have frequent exercises in sight reading.

Occasionally have the one who has just read a selection give the substance of it in his own words.

The child should be encouraged to read at home, and to read much aloud, in order that correct pronunciation may become natural to him.

Heart of Oak Books Nos. 2 and 3 and Great Americans can be used to advantage here for supplementary reading.

LANGUAGE.

The third year should be a continuation of the work of the second, both oral and written work being carried along together.

Oral lessons on nature, with objects to illustrate, and on geography, alternating with written reproductions and stories from history or fiction, will give variety and interest to the work.

Occasional exercises should be given in descriptive writing.

Strive to secure brief and clear descriptions.

Writing from dictation a number of simple letters should be given the class during the third year.

In all written exercises great care should be taken that the sentences are well constructed and the words well chosen.

Avoid repetitions and loose constructions.

Scrutinize closely all written work; better a small amount well done than a large amount which is poor.

Teach during this year how to write the days of the week, the months of the year, the streets in which the pupils live, the names of the holidays, the use of such abbreviations as A. M., P. M., P. O., U. S., Co., etc.

Teach verb forms, and incidentally the use of common pronouns.

Secure the correct use of *are* and *is*, *was* and *were*, *has* and *have*, *these* and *those*, *do* and *did*, etc.

The teacher should not spend much time in explaining why we should use irregular verbs and pronouns as we do; he should rather teach by well-selected examples how we use them.

In this year the teachers will be greatly helped by the use of the following books: First Steps in English and Mother Tongue No. 1.

SPELLING.

Spell the words found in the various lessons of this grade.

Make carefully selected word lists of such words as are frequently misspelled by the children, and use them in the spelling lesson.

Study the division of the word into syllables, having both written and oral spelling.

Occasional spelling matches delight these children very much and serve to keep up a lively interest in this study.

GEOGRAPHY.

The work in geography should now be carried along two distinct lines at the same time, thus giving variety and interest to the work.

First:

Natural features of the earth's surface. Study the -

1. Hill.
2. Valley.
3. River.
4. River bed.
5. Seashore.
6. Sea level.
7. Tides (do not attempt to explain them).
8. Mountain peaks.
9. Chains.
10. Canyons.
11. Why rivers start in mountains or elevated sections.
12. Possibilities of water from the highlands being used to irrigate the dry sections at lower levels.
13. Explain that this will make possible two crops a year on irrigated lands.

Second:

Local geography.

Begin with the compass.

Get a clear idea of direction, then find relative location of the schoolhouse and the other principal buildings of the town.

Make a map of the town, locating these.

Having learned the geography of the town, develop its geographical relation to the neighboring towns, and later its location in the province.

Make a map of the province, showing the location of its towns, its principal roads, and rivers.

Have the children tell you how to get from one town to another.

From the study of the provinces pass to the study of the islands as a whole.

Note the geographical relation of the provinces to each other.

Learn the capital of each.

The mountain chains and other influences on the provincial boundary lines and also the principal ports of the island.

ARITHMETIC.

Teach the signs—plus, minus, multiplied by, divided by, sign of equality, if not previously learned.

Continue concrete work along lines indicated in second-year outline.

Third:

Give simple problems in denominate numbers, involving one change in linear and also in square measurement.

Teach dry and liquid measurement, the liter being the unit.

Compare with it the native table of dry measurement.

Teach the table of weights, using the gram as a unit.

NOTE.—The metric system should be the basis of all this work.

When a set of measurements is being studied put them in tabular form on the board, showing relative values.

Teach time measurement; second, minute, hour, day, week, month, year, century.

Give much work in addition, subtraction, multiplication, and division, within the limits of 60.

Have some oral work.

Teach the children to write problems in good English, and to express arithmetically and vice versa.

Give drills in the fractional parts of numbers.

In the last half of the year teach combinations and numbers to 150.

Read Arabic numbers to 5,000 and Roman numbers to 100.

Give frequent drills on the multiplication tables.

Give frequent simple lessons in mental arithmetic.

NATURE STUDIES.**Plants and animals:**

1. Show how birds and insects assist the plants in fertilization.
2. Show how one is dependent upon the other.
3. Explain the natural laws here illustrated.
4. Learn what birds and insects are harmful to the people, and why.
5. Learn what plants are harmful, and why.
6. Discover, if possible, and teach how these pests may be eradicated.

HISTORY.

Give the life story of some of the world's great men.

Explain simply the most obvious effect each life has had upon the world.

Both story and explanation should be brought so clearly and simply before the child that he can readily understand them.

Such men as Washington, Lincoln, McKinley, Gladstone, and Rizal can be made living realities to the child if skillfully presented, and will serve as the basis for lessons on patriotism.

Tell simple stories of the lives, struggles, and inventions of famous inventors.

These stories should be both entertaining and instructive.

They can be so correlated with the other work that no extra time will be required.

During the year the children should from memory reproduce in writing the stories of some of these men.

Montgomery's History of the United States for Beginners and Eggleston's histories can be used for the regular work, and such books as Great Americans can be used for supplementary work.

DRAWING.

Teach the division of lines into 2 and 4 parts, and illustrate the resulting division of areas and continents.

Give lessons on curved lines.

Teach pupils to recognize natural forms and forms in manufactured articles.

Have them reproduce these on paper and work them into designs.

Have the pupils make designs for borders, for carpets, for tile floors, for windows, etc.

In the latter part of the third year let the children do some shading and learn the simplest principles of perspective drawing.

In all this work teach the pupil first to locate the principal points of a picture, then to sketch in the lines very lightly, and after the sketch is made to finish it with firm, smooth lines.

SEWING.

Make samples involving selections from the following exercises:

1. Hemming.
2. Oversewing.
3. Darning.
4. Hemmed-on patch.
5. Stitched-on patch.
6. Darned-on patch.
7. Oversewed patch.
8. Patches of various sizes and shapes.
9. Buttonholes, made with cotton and twist.
10. Band.
11. Tucking.
12. Whipping.
13. Ruffling.
14. Marking initial on embroidered edge.
15. Cutting and making any useful article involving any of the above work.

PHYSICAL TRAINING.

Give special attention to the carriage of the body.

When walking cultivate prompt, quiet foot movements.

Keep the head well poised.

Continue the breathing exercises.

At the close of the third year the child should have good self-control, good bodily carriage, and graceful movement.

HYGIENE AND PHYSIOLOGY.

In addition to the work of the second grade, have the children learn the number of bones in the forearm; why two? In the upper arm. In the lower leg; why two? In the upper leg.

Find the shoulder blades and ribs.

Count them.

How do they act when breathing?

Find the spine.

Why is it possible to bend the spine?

Name the senses.

Interest will be awakened if you test the eyesight of each pupil in the class, or his hearing, both for kind, location, and distance of sound.

Test the sense of smell, of taste, and of touch.

Give talks on the value of clean surroundings, clean clothing, clean houses, clean yards, clean streets and plazas; the necessity of removing all refuse to a distance; the danger from breathing impure air; the part each child can do to better the conditions in his town, that is, by being careful that he does not increase in any way the unhealthful conditions.

MUSIC.

The Normal Music Reader No. 2 should be used as the basis for this year's work.

Continue the teaching of the scales and time; how they are indicated.

Teach the different notes; how indicated.

Give frequent exercises in beating time.

Drill in all kinds of measurements and the different rates of time.

Be sure the pupil understands tone length.

Practice sight reading by taking single measurement and having the children tell you what the different notes are, what the time is, and what beats should be given to the measurement.

Later, take some simple song and ask the pupils to sing it at sight.

See that the children are thinking and understanding.

The children should be able to learn fifteen or twenty songs this year.

Use the material previously referred to.

WRITING.

- Use copy books 3 and 4.
- Give work in copying prose and poetry.
- Have the children write formal personal letters.
- Pay much attention to capitalization and combination in this work.
- During this year the child should learn simple forms of correspondence and be able to use them correctly and readily.

RHETORICALS.

- Have selections of prose and poetry recited.
- Also have occasional readings.
- In all later work drill the child until he can read his selections well.

OUTLINE FOR THE FOURTH YEAR.

READING.

- Use the Ward Third Reader as the basis for this year's work, with supplementary reading from Fifty Famous Stories Retold, Baldwin's Third and Fourth Reader, and the Fourth Reader in Stepping Stones to Literature series.
- Continue throughout this year, as in the third, to lay stress on good oral reading.
- Note enunciation of words and inflection, position and control of the body.
- Continue the exercises in sight reading.
- Have each child prepare, outside of school hours, one selection made by the teacher each month to be read before the class.
- Assist the child in making selections of books for home reading.
- Grimm's Fairy Tales and Heart of Oak Book No. 3, together with books already referred to in previous years, will serve as excellent reading books.

LANGUAGE.

- Correlate the language work with the geography, reading, and nature work.
- Write a letter or story once in two weeks.
- Have subjects taken from pictures and from stories told or read by the teacher; from a story told by some child.
- Tell how some article is made or some piece of work is done.
- Describe—
 1. A day in school.
 2. A trip to town or into the country.
 3. Something they consider beautiful.
 4. Something homely.
 5. The character of the person they most admire.
- Let the teacher read some of the compositions and letters to the class, calling attention to errors.
- Have some of the stories read by pupils, and let the class make criticisms.
- Continue dictation exercises.
- Pay especial attention to form of sentences.
- Construct examples of each, and write sentences expressing past, present, and future time.
- Some attention should be paid to possessives.
- Insist upon clear and complete sentences.
- Neatness should be carefully inculcated, no papers being accepted unless it is the best work the pupil can do.
- Once a month have each pupil prepare a story to tell to the class.
- Text-books should be in the hand of the pupil, and technical work closely correlated with it.
- Lyte's Elementary English and Mother Tongue No. 2 can be used to advantage here.

SPELLING.

- Continue both written and oral spelling, using for the lessons those words found in the lessons for the grade.
- Continue giving the child lists of words often misspelled.
- Give such words in dictation exercises so that the meaning of the word may become fixed in the child's mind with the spelling.
- Note what part of the word is the root; what is the suffix or prefix.

GEOGRAPHY.

Rapidly review at the beginning of each lesson:

1. The globe.
2. Its forms.
3. Hemispheres.
4. Continents.
5. Oceans.

Spend at least one month teaching:

1. The names of the capitals of the great countries.
2. Twenty-five of the great commercial cities.
3. The mountain systems.
4. Deserts.
5. Locate a few characteristic plants and animals.
6. Also teach the chief exports and imports.

Have pupils make sand or papier-maché map of each grand division.

Compare with other countries throughout the course in regard to size, shape, position, and direction of mountain systems.

Why certain nations have progressed more rapidly than others.

The basis of the year's work will be the United States.

Teach its position, boundaries, mountain systems, tributaries, varieties of climate, with other causes; important vegetable and animal life.

Teach the States, the more important capitals, and the large cities.

Why they are located as they are.

Chief exports and imports.

Compare with other countries throughout.

Have much map drawing from memory—quick work.

Teach spelling of difficult words.

Correlate with language and reading work.

Name the important cities of the Philippine Islands, and why important.

Important animals; why not fur bearing.

Principal products of the soil and of the manufactories.

Supplementary material that may be used to great advantage in this year's work are *The World and Its People*, Guyot's *Geographical Readers*, Carpenter's *Geographical Readers*.

HISTORY.

Text-book in hands of pupils, the *Beginner's American History* or its equivalent, alternating this with a suitable child's history of the Philippines.

One half of this year may be devoted to American history and the other half to Philippine history.

Continue telling stories of heroes.

Biography, human action and achievements are now within the child's grasp, but the events of the nation's life are still beyond him.

Stories of real men—what they did—will delight the pupil, while a mere recital of events will weary him.

Let life be the framework upon which you hang your facts.

ARITHMETIC.

The pupil should now begin the regular use of the text. *Wentworth's Elementary Arithmetic* or its equivalent should be completed this year.

Give much drill on the analysis of problems.

Insist upon clear statements and good English.

Units of measure and simple fractions continued.

A thorough drill on the four fundamental operations, including long division.

Insist upon accuracy.

Give daily mental drill along the lines of the previous years.

NATURE STUDY.

1. Study the life history of the animals already made familiar to the child by former lessons, and pay special attention to their coverings, homes, foods, habits, etc.

2. Make simple studies of familiar plants.

3. Throughout this year have frequent descriptions and drawings made by the children.

DRAWING.

The children should now be supplied with drawing books.

They should be taught to appreciate good pictures.

The work of the life of an artist with a story of the picture will give pleasure to the children and stimulate a taste for the highest forms of art.

Have much drawing outside of the books.

Let common objects be used as models.

Teach the child to see correctly; to look at the object as though it were flat.

It will be found to produce good results if some of the best drawings are put on the wall.

Some color work, also brush work, with ink, can be introduced here to advantage.

For ink work, if the pupils have no brushes, a solid pencil or stick will do.

Continue the work in perspective drawing.

Do not attempt to explain the reasons underlying the mechanical laws of perspective.

Be content if your pupils of this year learn a few of the simplest laws and how to apply them.

SEWING.

Teach:

1. Hemstitching.

2. Herringbone (stitching and cutting, giving special attention to the latter).

Have at least two garments cut and made.

PHYSICAL TRAINING.

Continue the work of the third year.

Give frequent practice in the setting-up exercises.

It will add interest to this work to form a company of the larger boys for military drill once a week.

The girls will enjoy receiving instructions in fancy drills, executing figures, etc.

HYGIENE AND PHYSIOLOGY.

The pupils should now be supplied with some good text-book in hygiene and physiology.

1. The cells.

(a) Of what made.

(b) Importance.

(c) How cared for.

2. The digestion of food.

(a) In the mouth.

(b) In the stomach.

3. The blood.

(a) From what made.

(aa) Where formed in the body.

(b) The circulation through:

(aa) The heart.

(bb) The capillaries.

(cc) The veins.

(c) How blood flows.

(aa) Why the heart beats faster after violent exercise.

(d) How alcohol affects the—

(aa) Heart.

(bb) Arteries.

(cc) Blood.

4. Breathing, heating, and clothing:

(a) Breathing.

(aa) The process described.

(b) How air gets into—

(aa) The blood.

(bb) The capillaries.

(c) The warmth of the body.

(aa) How secured.

(d) Clothing.

(aa) How it affects the warmth of the body.

(bb) What kind of clothing is best adapted to this climate.

5. Skin and kidneys:

(a) Skin.

(aa) Use of the skin.

(bb) Care of the skin.

(cc) Including hair, nails, the necessity of cleanliness.

5. Skin and kidneys—Continued.**(b) Kidneys.****(aa) Function.****(aaa) Collaborers with the skin.****6. The nervous system:****(a) Nerves.****(aa) Where found.****(bb) Functions.****(b) Spinal cord.****(aa) Where found.****(bb) Functions.****(c) Brain.****(aa) Where found.****(bb) Functions.****7. Bones, joints, and muscles:****(a) Bones.****(aa) Review briefly the work passed over in the third year.****(b) Joints.****(aa) Different kinds.****(aaa) Give sample of each.****(bb) Use of each kind.****(c) Muscles.****(aa) Where found.****(bb) How formed.****(cc) How attached to the bones.****(dd) How they act.****(ee) Their function.****(ff) How used and abused.****MUSIC.**

Review the work of the third year on scales, keynotes, notes, and time.

The Normal Music Reader No. 3 should be the basis for the work in this year.

Continue the work in sight reading.

Teach part singing.

Drill on 2 and 3 part songs.

Give special attention to the development of expression in singing.

WRITING.

Use copy books 5 and 6.

Continue the work of the previous grade.

Every paper written by the pupil should be a writing lesson.

He should not have one style of writing for his copy book and another for his ordinary work.

RHETORICALS.

Let at least nine selections be memorized by pupils during the year, these being selected mostly by the teacher.

Also some short gems.

It is suggested that these be written on the blackboard and changed every few days.

Have selections read as in the previous years.

XI.—SCHOOL FINANCES.

The expenses incurred in the interests of education here are met by the insular government, the provinces, and the municipalities.

The salaries of the American supervisors and teachers, the reimbursements for traveling expenses, the office rent of division superintendents, the cost of textbooks and supplies, and the cost of transporting these to the various towns, all these are paid for by the insular treasury.

The teachers and books for the provincial high schools are furnished by the insular government; the sites, buildings, and equipment by the provinces.

The salaries of native teachers, together with the cost of local school buildings and their equipment, are paid by the municipalities.

Below is a statement of salaries paid supervising officers and teachers and of

other school expenses for the period from July 1, 1901, when civil government was established, to February 1, 1903:

SCHEDULE A.—Itemized statement of actual expenditures from office of general superintendent of public instruction from July 1, 1901, to February 1, 1903.

SALARIES AND WAGES.

General superintendent and employees of office	\$13,726.80	
Division superintendents	17,738.25	
Teachers of English	419,024.26	
Laborers	399.75	
		\$450,889.06

**SCHOOL FURNITURE, BOOKS, AND SUPPLIES, INCLUDING
TRANSPORTATION.**

School furniture	\$22,047.46	
School books	47,627.52	
School supplies	22,688.83	
		92,363.81

TRANSPORTATION.

Traveling expenses, general and division superintendents ..	\$2,563.31	
Traveling expenses, teachers	41,284.69	
		43,853.00
Support of provincial schools		1,857.35

MISCELLANEOUS, CONTINGENT EXPENSES.

Office supplies	\$2,556.33	
Incidental expenses	370.87	
Teachers' temporary quarters	4,614.22	
Normal school	7,399.46	
Rents of storehouses	950.00	
Agricultural school	737.76	
Teachers' permanent quarters	717.02	
Trade school	5,965.52	
Nautical school, including salaries, rent of building, transportation, and per diem allowance to superintendent ..	2,989.08	
Superior advisory board	70.10	
		26,370.36
Total		615,333.58

SCHEDULE B.—Itemized statement of funds invoiced to other bonded officials of the civil government, for which accounting is made directly to the auditor.

Traveling expenses	\$50,000.00
School books and supplies	102,835.34
Support of schools	8,416.50
Agricultural school	1,000.00
	162,251.84

SCHEDULE C.

Average monthly pay roll American supervisors and teachers now in the field, approximately	\$100,000.00
Average yearly pay roll American supervisors and teachers, approximately	1,200,000.00
Estimated total amount paid Filipino teachers per month	37,756.00
Estimated total amount paid Filipino teachers per year	453,072.00
Estimated total value of school property	498,760.00
Estimated total amount expended for rentals and repairs per year ..	71,316.00

XII.—NIGHT SCHOOLS.

In September, 1900, night schools for teaching English to adults were opened by the Department in the city of Manila. They were so successful that with the establishment of regular day schools throughout the archipelago steps were taken to open night schools as well. The general superintendent urged that the teachers should receive \$15 a month extra compensation for conducting evening schools an hour and a half each night three times a week, and such has continued the regular amount.

The growth of these schools, of which the object is to teach the English language to adults and those who are otherwise engaged during the day, has been rapid, and now in practically every town where there is an American teacher there is at least one night school. The total enrollment in these schools can not be given absolutely, for the number is continually increasing. At present, however, it reaches about 25,000.

Those attending represent every occupation, from the poorest field laborers to the presidentes and the provincial governors, all with a practical object in view of studying the English language. The interest shown in these schools by the older persons, less to be expected than in the case of the children, and hence the more remarkable, is deep. An incident occurred in the town of Olongapo, Zambales, recently, which serves well to indicate the presidente's idea of the importance of the night school.

There was a wedding in town one night, and when school opened there were in attendance only six men in one room and four in the other. The presidente, one of the pupils, is an old man, but he gets angry like a boy and stamps his foot and pouts. He noticed the small attendance in the rooms, then blew his whistle for the police and ordered them to bring all the men who were enrolled on the night-school sheet to either the schoolhouse or the jail. And then there was a full attendance, all in wedding array.

English is primarily the subject taught in the night schools, particularly in the provinces; yet the common branches are also taken up, both as a direct help in teaching English and as an additional training. In this work the pupils are constantly drilled in conversation, and in reading, writing, and spelling the language.

The night schools of Manila—and those of other large towns will soon follow the example—have carried the work beyond this elementary stage, and teach higher arithmetic, geography and history, bookkeeping, stenography, typewriting, and telegraphy. It is now planned to conduct special evening schools to take up these more advanced branches and prepare the Filipinos for the civil-service examinations. Thus they will be able to carry on their daily work as before and fit themselves during the evening for substantial positions. Some have already done so by learning bookkeeping, typewriting, and stenography, and many others are waiting to seize the opportunity.

XIII.—VACATION NORMAL SCHOOLS.

In the capital of each of the provinces a normal school is held during the long vacation, attendance at which is required of all the native teachers in the province.

The following regulations were sent to the division superintendents concerning these schools:

1. The normal institute in each district shall be conducted during the long vacation for that district.

2. Owing to the different times for vacation, difficulties of transportation, local interests and conditions, the normal institute work shall be conducted in the different districts under the supervision of the division superintendents thereof, and not in a general vacation term at Manila.

8. The normal institute shall continue four weeks, but six weeks is recommended.

4. Native teachers in one district may, on the permission or request of their own superintendent, attend the normal institute in another district, provided that the superintendent from whom these native teachers come shall, at the request of the superintendent conducting the normal institute, contribute to the teaching force a number of American teachers proportional to the number of his native teachers in attendance.

5. American teachers shall, at the request of their division superintendent, teach during the normal institute in alternate years.

Thus the institute is under the direction of the division superintendents, aided by American teachers, and its curriculum comprises a study of school methods and management, history, geography, arithmetic, and a continuation of the work in English. It extends over a period of from four to six weeks, and during the session native teachers are often given the opportunity to visit well-conducted schools, from which they get helpful suggestions and new ideas. At the end of the term certificates of attendance are issued to the native teachers, with a statement of the grade of work done.

Division superintendents were governed by the following instructions in regard to the work to be carried on in these vacation normal schools:

In these first institutes nothing should be attempted in methodology as such. The work pursued should be practically what the native teacher will take up in his own school, and the method should come out in the treatment of the subject in the institute.

ENGLISH.

In the English work emphasis should be placed upon securing a good working vocabulary and the correct use of words in sentences.

Constant drill should be the method. But little or no technical grammar at first. Much oral work, and the reading of books or board work, not too difficult, that they may get the swing and catch the sense of the word in the context.

The best plan of attack for the oral work is to take up the principal parts of speech, with their most general inflections.

1. A hundred, more or less, of the most common verbs—eat, drink, sleep, come, run, see, hear, buy, bring, go, take, open, shut, stand, sit, etc. Give the principal parts and use correctly in sentences, oral and written.

2. A hundred, probably many more, of the most common nouns—boy, girl, man, woman, ear, eye, hand, house, table, door, floor, chair, tree, book, pencil, coat, hat, etc. Give the singulars and plurals and use correctly in sentences, oral and written.

3. Treat the adjective in the same way as the verb and noun.

4. The personal pronoun, person, number, and case inflections. Teach this more by the use of sentences than by the "nominative, I; possessive, my or mine; objective, me" plan.

5. Follow this work with the remaining parts of speech, all of which have been touched upon incidentally in the preceding work.

Insist upon complete sentences and good English. All of the oral work should be "acted out" in the class. There should be walking, talking, standing, running, touching, taking, bringing, closing, shutting, singing, asking, telling, etc., in the English class.

Avoid becoming bookish and too formal. Never allow the class to translate. A Spanish word thrown in at a critical time may help, but translation is always bad. The student must think in the new language, a thing which he will probably never do if he is allowed to translate at first.

The thing to be insisted upon is constant drill and action.

GEOGRAPHY.

1. A study of the chief land forms.

(a) Names and definitions—illustrations.

(b) Relative size, form, and position of the continents and most important islands.

2. A study of the chief water forms.

(a) Name and definitions—illustrations.

(b) Relative size, form, and position of the oceans and a few of the most important lakes, gulfs, straits, and rivers in the world.

3. A study of relief and contour.

A brief study of the causes of relief and contour forms and the forms themselves—denudation, eruptions, earthquakes, frost, drifts, irrigation, rainfall, coral reefs, volcanoes, tidal waves,

ocean currents, mountains, hills, valleys, plains, plateau, desert, river basin, river system, delta, estuary, etc.

NOTE.—In this work and what follows all land masses offer splendid opportunity, but the Philippine Islands should be used as much as the material at the teacher's disposal will admit of.

4. Climatic conditions, due to latitude, and relief and contour forms.

5. Plant and animal life.

(a) Mutual relations.

(b) Favorable and unfavorable conditions.

(c) Uses.

6. Industrial life.

Occupations, location and building of cities, railroads, and canals, harbor improvements, etc., and finally on to government, or political and commercial geography.

NOTE.—1 and 2 must be seen as forces behind 3; 1, 2, and 3 plus latitude must be seen as forces behind 4; 1, 2, 3, and 4 must be seen as forces behind 5, and 1, 2, 3, 4, and 5 must be seen as forces behind 6.

HISTORY.

1. First plan of attack:

(a) Present in brief outline the general unrest and spirit of adventure in Europe at the opening of the sixteenth century.

(b) Present in general outline the conditions in Spain at this time.

(c) Trace the fortunes of the Spanish in foreign explorations, conquests, and colonizations the world over, with special emphasis upon the United States and the Philippine Islands.

(d) Material at the teacher's disposal will determine whether the Spanish will be followed in America and finally United States history taken up, or if they will be followed in the Philippine Islands and the history of the Philippine Islands taken up. The chronology is such that it makes little difference which is taken up first, but it would be confusing at present to pursue both lines at the same time.

NOTE.—Every division superintendent and deputy superintendent should have some good book on the Philippine Islands, preferably Foreman's, which could be used in the institute and by the teachers in their regular work.

2. Second plan of attack:

Study the history of the locality—the history of the town government, of the church, the school, the laying out of the town, cemeteries, construction public buildings and public roads. Contemporaneous history of the locality.

ARITHMETIC.

The native teachers are very slow and very inefficient in their arithmetic work. There should be daily drill in rapidity and accuracy. Do not enter too much into the why and wherefore, but endeavor to secure a reasonable amount of speed and accuracy in the four fundamental operations and fractions.

These vacation normal schools are helpful in furnishing the additional training which is necessary in the case of so many native teachers, and in bringing the various teachers of the province together for interchange of suggestions and ideas, and discussion of school matters.

XIV.—PERMANENT NORMAL SCHOOLS.

In conjunction with the Manila Normal School five tributary normals have recently been established: in Vigan, province of Ilocos Sur; Nueva Cáceres, province of Camarines Sur; Iloilo, Panay; Cebú, Cebú, and Zamboanga, Mindanao. These schools are to open in June and are planned to furnish the preliminary training to Filipinos intending to become teachers. They will spend the first three years of their normal-school course in these provincial normals and will come to the Manila Normal School to receive final training.

The curriculum includes practically the same studies as the normal school in Manila, the report of which is given later on, and covers, with the work done in Manila, a four-year course.

The following suggestions on the administration of the tributary normal schools have been sent to the division superintendents in whose provinces these schools are established:

1. In order that the administrative machinery may be most simple, responsibility for work done more definitely fixed, business matters more unified, the entire normal-school work of the islands better correlated and so more efficient, the work of the tributary normals shall be under the principal of the central normal school of Manila.

II. All teachers in the tributary normal schools shall sustain the same relation to the principal that the teachers in the central normal at Manila do.

III. All teachers in normal schools shall be appointed by the general superintendent of public instruction on the recommendation of the principal of the normal school, whose recommendation, however, is subject to the disapproval of the general superintendent.

IV. Each tributary normal shall have a vice-principal who shall be responsible for the administration of the school in the absence of the principal, but who shall formulate and execute no new policies without the knowledge and consent of the principal.

V. The principals and vice-principals of the normal schools shall constitute a normal school board which is subject to call by the principal or general superintendent of public instruction.

VI. The relation that exists between the normal-school administration and the public-school administration in the district in which the normal school is situated is a relation of cooperation, mutual educational reinforcement, and professional courtesy—a relation similar to that existing between the central normal at Manila and the superintendent of the Manila public schools, or that existing between the administration of a State institution and the superintendents of the county and city in which the institution is situated.

In company with the central normal school at Manila these institutions are of first importance. Their work in preparing Filipinos to teach their fellow-beings is a thoroughly fundamental one, and these schools are essential factors in the solution of the present problem.

XV.—SPECIAL SCHOOLS: NORMAL, NAUTICAL, AND TRADE SCHOOLS OF THE PHILIPPINE ISLANDS.

I. NORMAL SCHOOL.

From April 10 to May 10, 1901, a preliminary term of the Manila Normal School was conducted under the direction of Superintendent Barrows, of the Manila public schools, acting principal of the normal school, who called to his assistance 47 well-trained American teachers.

A building within the walled city, known as the Escuela Municipal, by thorough renovation and alteration was changed into a good schoolhouse, containing a large assembly hall, with a seating capacity of 500, an office, library, storeroom, and 10 large recitation rooms.

After the purpose of the school and the courses offered were carefully announced, and very favorable rates for transportation from the insular steamship companies secured, applicants came from all over the archipelago for admission to the school. By April 10, the opening day, 450, over 100 more than were expected, had enrolled, and others continued to come. Thus it was found necessary to relieve the crowded conditions by opening a second school in close conjunction with the first. The total enrollment reached 600. It was an interesting fact that about 10 per cent of those from the provinces were able to speak English.

Thirty-three classes were formed in English, geography, and arithmetic, these three branches forming a basis of primary instruction. Each pupil was given a copy of Baldwin's Primer, the material of which was mastered by him at the end of the course. In addition, Montgomery's Beginners' History of the United States was used in the English classes; and more advanced pupils did profitable work in studying short selections from American poets, including Bryant and Longfellow.

Classes were formed for the study of physical and political geography and map and globe study. In this work Frye's Elementary Geography and Myer's General History were used, but the work was carried on mainly by lectures.

In arithmetic, classes were formed for the study of both fundamental operations and methods of teaching. Wentworth's Elementary Arithmetic was used to good advantage.

In addition to this regular class work, classes in kindergarten and art work, manual training, nature study, and physiology, attendance at which was required, were held regularly.

And finally, essays by various pupils attending, and lectures by Americans who had their subject well in hand, were delivered from time to time.

A careful record was kept of the work done by each pupil, and the results were gratifying. Great interest was shown by almost everyone and enthusiasm to an unexpected degree was aroused. The average daily attendance was 98 per cent, even including cases where severe illness was known to be the cause of absence. Many of the pupils made real sacrifices to attend.

For a more detailed account of this preliminary term, see the report of Major-General MacArthur for the period October 1, 1900, to July 4, 1901, Appendix G G.

The following is an account of the courses pursued and the work done in the present normal school of the Philippine Islands, under the direction of Mr. E. B. Bryan:

Since there were so many applicants for positions in the schools of Manila at the close of the term, May 10, and as there was no way of definitely determining their qualifications, the city department placed one of its teachers in the escuela municipal to organize a class for the purpose of examining applicants and training those who were not qualified for positions.

The numbers increased, many coming to study and prepare for teaching at some future time. In about two weeks there was an average daily attendance of about 125.

Four teachers were furnished by the city department, and the classes met from 2.30 to 5 every afternoon, five days a week.

Work was carried on in the three branches, English, arithmetic, and geography, the last two branches being necessarily English lessons also, as many students had never studied the English language before entering.

One class was composed entirely of teachers with "títulos," many of them having had years of teaching under Spanish rule. This class had for text-books the books used in the public schools of the city, and they were taught not only the text but how to teach the work.

From time to time, as teachers were needed in the city schools, they were selected from the best of this class, other applicants coming in to take the vacant places in the class. Some twenty teachers were thus appointed.

The second class was composed of young men and women who had been studying English in the various night schools of the city, and all instruction was given in English and was of a higher grade.

The other classes were organized and classified with reference to the amount of English the pupils could understand.

During the entire term it was understood that the pupils would be handed over to the general department upon the arrival of the normal-school principals.

Because of this understanding, it was the aim not to attempt to organize a normal school, but merely to carry the pupils on in their work that they might form the advanced classes of the normal school when organized.

The normal school has been occupying the escuela municipal, in which have also been conducted the school for American children in the forenoon and a large evening school. The school has thus been limited in time, its sessions being from 2 to 5.25 p. m. Five courses have been given full time and two courses part time. The five courses which have been given every day are, (1) English expression in its broadest sense (reading, writing, and talking); (2) geography; (3) American history; (4) arithmetic; (5) science. Music has been taught two days and art three days each week, the subjects alternating on the programme.

A new site with suitable buildings already constructed, accommodating 700

students, has been chosen for the school. This will make it possible to have forenoon and afternoon sessions, to multiply the courses, to provide more adequate helps, and to do much more effective work in every way.

ARITHMETIC.

The work in arithmetic in the lower classes at present consists mainly in the simple problems in the four fundamental steps of arithmetic. The main object is to give the pupils a full vocabulary in arithmetic and also to cause their minds to reason out the different problems.

Realizing that their previous training has been the memorizing of rules in arithmetic and that the work has been such that the pupil need only to look at the top of the page to see if he is studying addition, subtraction, etc., in order to know whether to add or subtract, it is necessary now to give much time and attention to developing their reasoning powers.

Also the pupils are required to read the problems with careful articulation, and to explain in good English sentences the work performed. This work is necessarily very slow with the lower classes.

In the upper classes the same line of work as in the lower is done for a part of each period, and to this is added more advanced work in the mechanical part of arithmetic. Then, too, a part of each period is given to rapid mental work, a branch entirely new to their minds, yet one which they are grasping with great interest and activity.

Neatness in written work is one point that needs great attention. The pupils are in general very careless in the forming of figures, dollar signs, etc., and in the general appearance of the work. When one considers the lack of organization and discipline in the Spanish schools this is not to be wondered at, yet the pupils are rapidly grasping the new ideas given them, and great improvement can be seen even from day to day.

GEOGRAPHY.

In geography, to force thought work, simple lessons in physiography were first taught, and a study of the great land slopes, their effects upon drainage, and the land features caused by water action was taken up after using the sand box for experiment and illustration.

Rain, evaporation, clouds, etc., form natural lines with some laboratory work.

The movement of land masses, together with water action, causes changes in the continental outlines. Islands, their formation and uses, follow, with special work on the Philippines. Movement and composition of the atmosphere—winds, their effects upon land and water. Effects of the sun upon the atmosphere are related topics which lead to the study of the great solar and planetary movements. The results of these natural features as shown in the animal and vegetable life are constantly kept in mind and have been the real objective fact through all of this work.

Reading on local features, commerce, government, and manners and customs of peoples supplements the course, and chalk modeling and sand work are done daily.

The many physiological features of the islands have offered splendid opportunity for putting the study of geography upon an observation basis.

HISTORY.

The principal work is being put upon United States history at present, but general history which correlates with the geography work is not neglected in the supplementary reading.

The plan of teaching from the biographical standpoint has been adopted, hoping that the natural interest in great character and the simplicity of wording which this makes possible, with the reading matter which it brings within the pupil's range, may give a use of English which will enable him later in the course to take the work after a more matured method.

Emphasis is being put upon related geographical features. Our object is the study of the United States history from the social and political side, explaining and teaching the modes of government, the growth of institutions, the manners and customs of the country now so closely related, with the hope of effecting some improvement in the home life and citizenship.

After the holidays lectures were given on Philippine history. The work comprised a study of institutions here in the islands from which the students could get an idea of the life of their own country and its development.

READING.

The following plan is followed in this work:

Aim—

1. To teach a correct enunciation; and
2. The immediate use of correct English sentences.

Method—

1. (a) Daily ten-minute drill upon positions of vocal cords in the articulation of difficult sounds in words in the lesson assigned; (b) Spelling by sound.
2. (a) Spelling by letter and giving meaning of word in Spanish; (b) Reading paragraph and acting out what has been read; (c) Reading paragraph, closing book, and answering questions in English upon same, always using a complete English sentence.

At the start the pupils are taught to begin all answers with the subject, followed by the verb and complement unless "Is there" or "Are there" are in the questions, when they begin the answer with "There is" or "are."

Each day the pupil brings to class sentences illustrating the use of the verbs in most common use in the different tenses of the indicative mood.

In six weeks pupils have averaged three pages a day in the Thought Reader, committing and singing the songs, acting out the text, spelling and translating the words, and answering questions upon the same in good English.

SCIENCE.

The work in science comprises botany, zoology, physics, and chemistry under the general heading "Nature study," and is carried out along the following lines:

1. *Botany*.—We are studying the ecology and distribution of land, water, and air plants. We get out material by going with the class to the neighboring brooks and meadows. When we return we examine our specimens under the hand lens and the microscope. We now draw our specimens and tell both orally and verbally what we have observed. Every pupil has a book in which he keeps all his drawings and descriptions. This is followed by a short lecture about the specimen under observation.

2. *Zoology*.—In our trips we find various kinds of ova, microscopic as well as larger animals, which we take back to our schoolroom for examination. Many of these we draw, others we describe verbally, and all of them we describe orally. It is our purpose to keep always in mind the fact that we are also teaching the teachers the English language.

3. *Chemistry*.—We are teaching whatever problems in chemistry come up in our biology and zoology lessons. For example, we have studied decomposition and oxidation. Here again we ask the teachers to use different means of expression; as, for example, a five-minute talk about decomposition.

4. *Physics*.—We are studying such topics as heat and electricity. An exceedingly hot day brought up the former, while the sight of a Government automobile brought up the latter. Wherever it is practicable we have laboratory work, and at all times very much conversation.

This elementary work we hope to be the beginning of more advanced work, when the proper time arrives.

ART.

In this the purpose is not to develop art critics, but to develop an appreciation for the beautiful and skill in the execution of the simpler art forms. The schoolhouse has many excellent art models at its disposal, and the interest and natural skill of the students encourage us to expect excellent results in this department.

MUSIC.

Music is a fine art, and the aim is much the same as given in the paragraph on art. At present the purpose is to teach the students to read music, to drill them in singing, and develop an appreciation for good music.

The classification of the school is based almost entirely upon the students' ability to speak and write the English language. The number of students in the school at its opening was 200, and it was thought best to have not more than 30 students in a class, and wherever possible a smaller number. Seven classes were formed, with from 25 to 30 students in a class, and all classes pursue the same line of work. It is found that the classification upon English as a basis is in most cases very satisfactory. In some cases, however, the student's general attainment is so far in excess of his ability to use the English language correctly that he is promoted to a higher class, even with a minimum of English. Such students have invariably been faithful and industrious, and have in reasonable time brought up their English. In some cases the student's general attainment is so far below his ability to use the English language that it becomes necessary to place him in a lower class. But as a rule the student's ability in English is proportionate to his aptness as a student and the length of time already spent in the study of the language, and as these are the two most prominent factors in determining his general attainment it is found that in a large majority of cases his ability to use good English is a good index to his general attainment and so is an admirable basis for classification.

Inasmuch as all of the students in all of the classes are pursuing exactly the

same lines of work, only at different rates of progress, the conditions for a satisfactory scheme of promotion are ideal. Each teacher was requested to make note of any student who seemed to be making more rapid progress than the other members of his class, and to recommend such student for promotion. Upon the approval of the faculty of this recommendation, the student is promoted at once. Of course the scheme will lose some of its flexibility and become less satisfactory as the courses become more numerous and the advanced courses presuppose more elementary ones—a condition that will doubtless be present after the first year.

The following is a statistical statement of the school under the present organization, beginning September 16, 1901, up to January 1, 1902:

Total enrollment, males	292
Total enrollment, females	18
Total enrollment, both (latest figures)	310-350
Average enrollment	220
Average daily attendance	202
Per cent daily attendance	92
Number of days taught	75
Average age of students	19
Youngest	16
Oldest	28
Number of American teachers, male	4
Number of American teachers, female	7
Number of American teachers, total	11

Provinces represented and number from each:

Albay	1
Batangas	7
Benguet	2
Bulacan	12
Cagayan	1
Capiz	7
Cavite	4
Cebu	2
Ilocos Norte	23
Ilocos Sur	12
Iloilo	11
Laguna	12
Leyte	9
Manila and environs	60
Marinduque	11
Nueva Ecija	11
Nueva Vizcaya	3
Pampanga	8
Pangasinan	23
Rizal	7
Tarlac	3
Tayabas	18
Union	56
Zambales	7

In conclusion it remains to be said that the organizing idea in all the work of the normal school is expression in the broadest sense—spoken language, written language, modeling, drawing, singing, work in sand, and the production of appliances for use and illustration in the class room.

II. NAUTICAL SCHOOL.

There exists at present in Manila a flourishing nautical school, which opened December 15, 1899, with an enrollment of 23 pupils. Lieut. Commander V. S. Cottman, U. S. N., was appointed first superintendent and assisted by 3 instructors. Lieut. George F. Cooper relieved him on December 25, 1899.

The course of instruction at first covered three years. Some of the students had been in the Spanish nautical school, and in the examination held to determine their classification 3 of them were qualified to enter upon the work of the second year; the other 19 were assigned to the work of the first year.

During the vacation covering the months of April and May 5 of the pupils were taken into the service of the Compañía Marítima, and thus acquired valuable experience in their future profession.

At the beginning of the new term in June the number of pupils had increased to such an extent as to require the services of 7 instructors instead of the 3 previously employed.

At first instruction was given in Spanish, but owing to the inferior quality of the texts and the inefficiency of the teachers it soon became desirable to substitute the English language for the Spanish.

Beginning with July 1, 1901, the nautical school has been under the supervision of Lieutenant Commander Knapp, U. S. N. The school opened on that date with an enrollment of 83 students, divided into three classes, as follows: First class, 6; second class, 22; third class, 55.

The following statistics are interesting:

Total enrollment	83
Average daily attendance	83
Per cent daily attendance	92.7
Number days school taught	120
Average age of students	years.. 18
Youngest	do... 15
Oldest	do... 24
Number of teachers	7
Provinces represented	19

Number from each province as follows:

Albay	1
Batangas	8
Bulacan	2
Capiz	1
Caroline Islands	1
Pangasinan	1
Tayabas	2
Cavite	4
Cebu	2
Camarines Sur	2
Guam	1
Laguna	1
Rizal	2
Zambales	1
Mindanao	2
Manila	45
Marinduque	1
Panay	3
Pampanga	2
Samar	1

At the end of the first term, on October 31, 1901, it was deemed advisable to make the course four years instead of three, and accordingly the students who entered the school in July were divided into the third and fourth classes.

The instruction during the first year includes arithmetic, English, geography, and drawing; that for the second year, English, algebra, geometry, geography, and drawing; that for the third year, English history, geometry, plane trigonometry, mechanics, geography, and drawing. During the fourth and final year the pupils are instructed in spherical trigonometry, nautical astronomy, navigation, seamanship, hydrographical drawing, history, and English. All classes are instructed in practical seamanship three times a week.

For the course in practical seamanship a mast has been erected in the school grounds and fitted with a foresail and a topsail. The pupils are frequently drilled at this to make them familiar with the nomenclature and the handling of ropes and sails. It is impossible, however, to get sea experience from this, and it is greatly to be desired that the school be provided with a school ship at as early a date as is practicable.

The first object is the Americanization of the students in language, habits of thought, manner of performing work, and general moral principles. The next object is the technical education in seamanship, navigation, and kindred subjects. In view of the fact that the students had little, if any, satisfactory primary training before their admission to this school, it is deemed that very encouraging progress has been made.

The respect for authority and the physical development of the pupils are not unprovided for. Each school morning at 8 o'clock they are required to form in front of the school building and remain uncovered while the United States colors are hoisted. After this they are given twenty minutes "setting-up exercise." This drill, together with the exercise obtained by handling the sails and spars, has greatly improved the appearance and bearing of the students. As a further means of discipline the students are formed between recitation periods by the officer of the day and are then marched to their several recitation rooms by their class leaders.

The school hours are from 8 until 1. This time is divided into six periods of forty minutes each, with five-minute intervals between each period. The two larger classes are divided into two sections each, so that each instructor has during each period an average of 12 students. At the beginning of the school year the number of instructors was 5, 2 American and 3 Filipino. There are now 5 instructors, 4 of whom are American and 1 Filipino, and in addition thereto the superintendent has taken direct charge of the instruction in navigation.

The methods of instruction, system of marks and records, and the discipline of the school are based on those of the United States Naval Academy at Annapolis. A card system for the keeping of marks and records has been introduced during the present year. Monthly and semiannual examinations have been held. Monthly reports of the efficiency and conduct of each pupil have been sent to the parent or guardian, and have also been posted in the school building, that both students and instructors could see the results of the school work.

All the instruction in the school at present is given in English, with the exception of that in the class room of the remaining Filipino teacher. It is the intention to use English only during the next school year. The change of the school language from Spanish to English has been an important step, as it is deemed that American methods, particularly in seamanship and navigation, are more direct, and in addition thereto the students are absorbing the wished-for American method of thought and action.

Steps have already been taken toward procuring new buildings and introducing

the dormitory system. It is planned to conduct the school on the same lines as our Annapolis Naval Academy and allow each province to appoint annually a certain number of cadets.

III. TRADE SCHOOL.

Owing to delays in getting tools and appliances, the Manila Trade School did not open as soon as it was hoped it would. Even now there is but a scant outfit in the wood-working department. Notwithstanding the delays and lack of accommodations, however, more pupils are on the rolls to-day than can conveniently be taken care of. With the beginning of the new school year and a full complement of tools there is little doubt but that the trade-school work will be taken up in earnest by the Filipinos.

At present the following branches are taught: Woodwork, including carpentry, cabinetmaking, and wood carving; drawing, both free-hand and mechanical; plumbing, and telegraphy. Other trades will be added as soon as possible. The work is carried on similarly to that of our trade schools in the States.

From the first the classes in telegraphy have been filled and many have been turned away. With the woodwork it was different, pupils applying very slowly. Now, however, the classes are filled beyond the number which the present supply of tools will accommodate. Of the 148 pupils who have registered, 90 elected telegraphy and the balance woodwork. Over 80 per cent have attended regularly in telegraphy, the percentage of those in woodworking being a little lower. This may be due to the fact that the youngest pupils take woodwork. There is quite a difference in the ages, the oldest being 50 and the youngest 9 years old. The average is about 20.

The best pupils are those younger than the average; that is, those from 16 to 18 do the best work. As might be expected, the older ones are more regular in their attendance, but much slower in learning, while the younger ones are not inclined to take the work seriously.

Ninety of the 148 pupils were born in Manila. Half of the provinces in Luzon are represented in this respect, Ilocos Sur and Bulacan leading with 6 representatives each. Panay furnishes 5 and Negros, Zamboanga, and Mindoro 1 each. Two are foreign born, coming from Hongkong. Likewise all but 2 live in Manila. These 2 come from Cavite. Naturally the nearest barrios furnish the greatest number of students, 88 coming from Ermita and 17 from Malate. In all, 14 barrios are represented, Manila with 14 coming third. Among those most distant are Binondo with 3, Tondo with 4, and Santa Cruz with 4.

There are very few who claim other than Filipino parents. Among the fathers are 4 Spanish, 2 mestizos, 2 Japanese, 2 Portuguese, 2 Visayans, and 1 American.

Among the mothers are 2 Visayans, 2 Portuguese, 1 mestiza, 1 Spanish, and 1 Hawaiian. In this respect it seems remarkable that no Chinese blood is claimed.

The occupations of the fathers range from fisherman and laborer to navigator and merchant. There are 28 laborers, 25 clerks, and 9 teachers. Among the others are painters, farmers, contractors, soldiers, and masons, besides government employees. Twenty-three have never studied English. The longest period for anyone spent in this study is three years, making an average of eight months.

As many different occupations are represented by the pupils as by their parents. Fifty-six are students, 16 clerks, 6 teachers, and only 5 laborers. Besides these there are machinists, actors, masons, tailors, carpenters, cigar makers, and many others. Apparently they perform a slightly higher class of work than their fathers.

The highest salary earned is \$36 Mexican per month, and the lowest \$10; \$35 Mexican per month is the average of those earning money.

The mestizos do better work than the natives; as a rule the work is as good, if not better, than that of American boys, although it is not done as quickly.

The following are statistics relating to this school:

Number in woodworking course	58
Number in telegraphy course	90
Total	148

Oldest matriculated student	years.. 50
Youngest matriculated student	do... 9
Average age	do... 20

Place of birth:

Manila	92
Bulacan	6
Ilocos Sur	6
Laguna	5
Panay	5
Ilocos Norte	4
Pampanga	4
Rizal	4
Union	3
Cavite	3
Leyte	3
Nueva Ecija	2
Albay	1
Negros	1
Batangas	1
Mindoro	1
Zamboanga	1
Hongkong	2
Unaccounted	4

Previous occupation of student:

Student	34
Clerk	20
Teacher	13
Telegrapher	11
None	10
Mechanic	4
Messenger	3
Laborer	2
Muchacho	2
Carpenter	2
Farmer	2
Merchant	2
Bookkeeper	3
Painter	1
Cigar maker	1
Typewriter	1
Tailor	1
Printer	1
Surveyor	1
Steward	1
Observer	1
Clock repairer	1

Present monthly salary (Mexican):

Highest salary received	\$86
Lowest salary received	10
Average of those receiving salary	35

Length of time student of English:

Longest	years.. 8
Never studied	23
Average	months.. 8

Both day and evening classes have been conducted at the trade school successfully.

XVI.—SPECIAL WORK.

MUSIC.

Together with the work in English, arithmetic, and geography in the schools, music and drawing have been taught, particularly in city schools, and to a certain extent also in the provinces. The first fifteen or twenty minutes every morning are given to singing songs, a part of the work in which the children take great enjoyment. It is true that they love music, but they must add constant practice to this natural fondness in order to gain ability.

The following is an account of the work done in the Manila and surrounding schools:

In Manila each of the 40 schools has been visited once each month, the different classes drilled in singing, and the work laid out for the following month. For each school there is a teachers' meeting in which the Filipino teachers go over the work with the music teacher, as also with the English teacher when possible. In most of the schools the music is taught by the Filipino teachers, the English teacher watching the work during the month, as from their imperfect knowledge of English the native teachers do not always understand just what the instructions mean. In some cases the English teachers can not do the work, from lack of musical ability.

The pupils love the work and it makes no difference to them whether they sing do, re, mi, or words, English or otherwise, if there is melody in the music. It did not seem advisable at first to teach them to sing the patriotic songs of America, but they want to sing them and almost will sing them whether their instructor wills or not. There is some trouble with these, as they have in most cases learned the songs by ear from the soldiers, and have learned them wrongly. The "Star-Spangled Banner" is usually sung in a most laughable manner. Other tunes suffer also; but the children so enjoy singing and are so enthusiastic in it that it is a pleasure to teach them.

Their voices are harsh, and especially when they are excited, as they usually are, they have a tendency to shout. The aim is to give them a more musical quality, and to cultivate a love for a pure, sweet tone.

They are very quick in teaching music, more so than American children, perhaps. Just now they are handicapped in English songs by their imperfect knowledge of English and that of their teachers. The work can not be graded as well as in America, but wherever possible the pupils of one age are kept together.

In many of the schools they are now studying the scales in the different keys, and the older classes are singing two and three part work with good results. They like the harmony, and seem to fall more easily into part singing than American children.

It is not known for certain as yet whether their ear for music is true and acute, since all is so new to them this year, and they have had no previous instruction.

They are not at all timid about singing—sometimes the teacher wishes they were a little more so, as they do not seem to care whether they sing rightly or wrongly, but plunge ahead without much thought as to what they are doing.

It is doubtful if their sense of rhythm is very marked. This lack is noticeable not only in the singing of the children but in the playing of the native bands and orchestras. Their time is not so good as that of the American negro, who has always a wonderful sense of rhythm. They are great mimics, and it is amusing to see how they try to imitate the teacher. The teachers in Manila as well as in the provinces say that music is a great aid, and that if it comes first there are few tardy marks.

With all the hindrances and difficulties, such as having no charts, books, or other material to work with, good progress has been made this year.

At Iloilo work in music has likewise been conducted successfully, and with its introduction into the curricula of the tributary normal schools the work will continue to increase in scope.

DRAWING.

Prior to the introduction of the present system of drawing in Manila a majority of the schools had no drawing on their regular programmes. In many schools there was no attempt made to teach this branch, and in most of the schools where it was taught the results were not satisfactory.

Two native teachers were assigned by a former city superintendent of schools as special instructors in this work. They possessed marked ability in drawing, but had no training in teaching and were weak in English. The models used, moreover, native hats and baskets, were too difficult for beginners, and the same ones presented week after week made the work tedious and mechanical. Yet some of the pupils acquired considerable ability.

According to the present plan the native teachers are to attend a class conducted by the supervisor of drawing once every fortnight. In this class is outlined in detail the work of the following fortnight and each teacher provided with a mimeographed programme.

This plan has been introduced into the school system and seems well adapted to the needs here. The teachers, both American and Filipino, have shown interest and energy in the work.

All native teachers who teach drawing have attended these normal classes and with the printed outline for each day in detail they have done encouraging work. A considerable number of the Filipino teachers who do not teach drawing have attended these normal classes in order that they might be prepared to do so. The help of the American teacher has been needed, both in understanding and executing the plan, and the work of the Filipino teachers has been most successful where most actively supervised by the former.

A regular programme of drawing work in the various schools has been arranged and these plans are being followed in a satisfactory manner.

Similarly at Iloilo an outline of the work in drawing has been made and is being followed successfully. The tributary normal schools will also include drawing in their curricula. Hence the work is regularly expanding.

SEWING AND WEAVING.

In many of the regular schools throughout the archipelago the girls are taught sewing by the women teachers and they take great interest in the work. At first they seemed to think that such work was hardly a branch to be taught by American teachers, but as soon as they saw that the teachers not only sanctioned but encouraged it their interest increased to such an extent that some of the teachers

could with difficulty find time after school and Saturdays for themselves, the girls were so anxious to learn to sew, make dresses and the like.

Sewing and weaving as a regular branch are taught among the Moros and the work appeals to the people strongly. It is a question if anything in the way of book learning should be attempted among these people, and the success of this industrial work among them seems to show clearly along what lines the education of the Moro children should lie.

XVII.—INDUSTRIAL EDUCATION.

Industrial education is the great want among the Filipinos. The aim of this work of instruction must be a utilitarian one, to meet the needs of the masses; the children are to be fitted for bread-winning occupations. And looking at the possibilities of development of these islands ample returns for the labor expended are awaiting them.

With this purpose in view steps have already been taken and appropriations secured for establishing industrial and agricultural schools at various points in the islands where the conditions are peculiarly favorable, especially at Baguio, Benguet; Bangued, Abra; and in Negros. Trade schools are likewise in process of establishment. Besides the school at Manila, now in operation, plans have been drawn up for a similar institution at Iloilo; and steps have been taken for establishing another at Cuyos, Cuyos Island. But this is only the embryonic stage; it is hoped to have an industrial and agricultural school at no distant date in each of the provinces.

The line of work in the trade schools will be similar to that of the one in Manila. In the schools of agriculture something will be done in the way of seed experimentation, and much stress will be laid upon the introduction of the present improved method of culture.

In Negros it is proposed to establish a general agricultural school and experimental station. A site in the vicinity of La Granja, where a similar school was in operation in Spanish times, has been favorably considered after a careful investigation of the conditions, and is thought to be an ideal one for the purpose. It is in the midst of productive plantations, where sugar, cacao, coconuts, rice, corn, garden produce, and trees of market value grow, with high and low land, and the accompanying diversity of climatic conditions.

The following is a report from Mr. Brill, superintendent of agricultural schools, on the agricultural conditions of the island of Negros, with reference to the establishment of an experimental station and school of agriculture there:

Land.—On the east coast of the island of Negros the land rises very gradually from the coast to the foot of the mountain range. Most of the soil of this section is a brown loam, very fertile and easily worked. It contains so much humus that it may be worked while quite wet without baking. In a few places the clay subsoil comes nearer the surface, making the land too wet and heavy for cane growing.

On the west coast the mountains extend almost to the sea and terminate very abruptly, thus giving little room for sugar plantations.

At that part of the island between Bacolod and Valle Hermosa the land for half the distance across the island is taken up for sugar plantations; but around La Castellana the buildings on many of them are burned and no work is being done on the plantations. Beyond La Castellana the land is higher, more rolling, and, with the exception of one or two stretches of forest, is covered with tall, coarse grass. Most of it has been cultivated, but some is so stony and irregular that cultivation under present conditions would not pay. However, it is admirably suited for grazing, provided better grasses were introduced. The sides of the mountains are heavily wooded, extending down nearly to the sea on the west coast.

Some of the planters say that there are large tracts of fine sugar land, belonging to the government, on the southeast and northeast coasts. The reason why

they had not been taken up was that heretofore these sections had been infested with ladrones. Very little seemed to be known of the interior of the island, either by foreigners or natives. There is no path across the island except at the point where the telegraph line crosses the mountains, and even this is a very poor one. There are practically no roads on the island except some short stretches connecting a few coast towns, and most of these have no bridges over the streams.

Sugar.—Negros is considered the best sugar country of the entire archipelago. The sugar crop is of more value than all the other agricultural products of the island combined. The yield of sugar is from 30 to 100 piculs of 137 pounds per hectare of land. The lesser amount is from some of the older plantations along the coast, which have been cultivated for thirty years or less. On these plantations the yield was said to be double this at first. This sugar, however, is of a higher quality than that from the new plantations. On the older plantations near the coast the cane has to be reset each year, while on the higher and newer plantations it is only reset once in three or four years.

The rainfall is sufficient to grow a good crop without irrigation except in very dry years, provided the cane is set at the proper time. In a dry season the irrigation pays well, and yet only one plantation was heard of where it was practiced. On many it would be very easy to do, as many streams come down from the mountains. No fertilizer is used for sugar growing, except that on the older plantations the manure is drawn from buffalo pens and spread on the fields nearest the buildings. Even on the plantations on which the cane has to be reset each year the ground, as a rule, is allowed to lie idle a year between crops, and, as the cultivation is so clean, few weeds come up to cover the ground. Some leguminous crop, as clover, sown in the cane at the last cultivation, would give much pasture for the buffalo and cattle and greatly increase the fertility of the soil, with no expense but the cost of the seed.

Sugar should exhaust the plant food in the soil the least of any crop if properly managed and the stalks and leaves or their ashes returned to it. The plant can get all the elements contained in the sugar from the air and water. This is one reason why sugar growing has been so fostered in Germany and France, and later in the United States.

Tools.—For plowing the land and cultivating the cane, as well as maize and rice, a very crude plow of Chinese style is the only tool used, except an equally crude harrow made of sections of bamboo pinned together with the branches left projecting 5 or 6 inches. The point and mold band of the plow are of very rough castings, and all the rest is of wood and made at home. The two iron castings cost about \$2.25 Mexican. On two plantations foreign plows were being used and gave excellent satisfaction, except that each point cost \$2 Mexican, or nearly as much as the two castings for the Chinese plow. In the United States they would cost from 50 to 65 cents Mexican, at retail. Certainly many American tools could be used with profit, even if more expensive, as they would do so much more effective work. Most of the plantations away from the coast use water wheels to furnish power for crushing the cane, while along the coast steam engines are used. On most plantations the crushed cane is used for boiling the juice, but under the engine boilers wood is used almost entirely, and as the forests are cleared farther and farther from the coast, this wood becomes quite a large item of expense. On some plantations the wood is supplemented by the stems of the coarse grass, which is cut and stacked under sheds during the dry season.

Even on the best-equipped plantations little attention is paid to saving in labor. Even on Mr. A. Locsan's plantation, which is said to be the best fitted and arranged of any on the island, the laborers have to carry the cane 10 feet and step up 3 feet to get it from the truck on the tramway onto the moving table that carries it to the crushing rollers, and yet there is no apparent reason why the tramway should not come nearer and high enough so that the cane might be thrown from the trucks directly onto the table, thus saving half the labor.

The laborers, aside from the foreman, get 12½ cents Mexican per day and two meals of rice and maize, except during the time of making the sugar, when they get double pay and three meals a day. On some plantations a good share of this is paid in tuba or bino and betelnut. Some of the plantation owners feel that they will have trouble with their laborers under American law. One said that if the laborers knew he could not kick or beat them when they did not do as he told them he could do nothing with them. An American officer said that recently a Spaniard on the west coast was greatly surprised and exceedingly angry for being fined because he severely beat one of his laborers.

It has been so easy to grow a profitable crop of sugar on this fertile new land that little careful study has been given the subject by most planters. One planter, when asked if he thought an experiment station and school of agriculture would

be of much value to the people, replied: "Yes, if you will show us how to grow other crops besides sugar; but there is no use in attempting to teach us to grow sugar or to make it, as any boy on the plantation 12 years old knows all about growing and making it." The sugar made sells for a low price; but whether on plantations of this size it would be profitable to use more expensive machinery and make a better grade of sugar would have to be determined. On Luzon they make a different grade of sugar. One trouble with most of the planters in Negros is that when they get a good crop they spend the money in having a big time in Manila or Hongkong, and then have to borrow money at from 12½ to 25 per cent to care for their next crop.

Colonel Miner said he investigated the titles to the land a little to see if American capital could not be secured at a lower rate, but found most of them too defective for this. The early settlement of land titles is very important, and difficult as well. Some of the American officers as well as planters say that certain planters are enlarging their plantations very rapidly.

Maize and rice.—These are grown on all plantations and often together. They are grown more for use as food for the laborers than to sell in the market. The cultivation of the rice on the dry land is very good. It is difficult to get even an approximate estimate of yield from the planters. Considerable forest land is burned each year for planting maize and upland rice. The burning kills all the weeds and brush so thoroughly, and the ashes make so good a fertilizer, that for two years scarcely any cultivation is necessary, and all the crop costs is the trouble of planting and harvesting. After two years a little hand cultivation is given for a couple of years more and then the land is often allowed to grow grass and brush.

Abaca or Manila hemp.—Next to sugar this is the most important export from the island. The plant closely resembles the banana and grows best when shaded by it or some tree. It grows wild, but when planted the young suckers are generally set on freshly cleared hillsides. Smooth land is not necessary, as most of the cultivation consists simply in keeping the weeds and other small growths down by hand. The plants will yield fiber in from two to three years after they are set. About 140 plants will yield a picul of fiber and require laborers about seven days to draw it. If of the best quality and unstained it will be worth about \$20 to \$23 Mexican. Much fiber is wasted in drawing, but whether it could be saved at a profit is one of the questions yet to be settled. Many machines have been tried for drawing it, but so far without success. Why more is not planted is not easily understood, except that the planter has to wait two years for any return. The cost of starting a plantation is small and the crop is safe from the attack of the locusts.

Mr. Arenta, who is said to have the largest plantation of abaca on the island, is planting cocoanuts and areca nuts among the plants, as shade, to take the place of bananas, as the former are much more profitable. He says different plants of the abaca vary greatly as to the amount and quality of the fiber they produce.

Tobacco.—Tobacco is for the most part grown in small patches on the hillsides by the plantation laborers on shares. In this way the women and children assist in its cultivation and harvesting. The leaves are generally slung on rattan and hung in the tops of the laborer's house to cure. In this way it is grown and cured at little expense.

Cocoanuts.—Cocoanuts are much grown along the coast on both sides of the island. Very little copra is made, as most owners cut the flower stems for tuba. This is sometimes distilled, but generally sold the same day or next after gathering. Most of the nuts produced are used locally for oil. On the coast the young trees will bear profitable crops of nuts in from five to seven years after planting, while on the upland from seven to nine years are required. On the upland they are more subject to the attacks of locusts and other insects.

Other products.—Quite a large quantity of areca nut is exported. The plant grows well almost everywhere and is quite profitable. The nuts bring about \$1 Mexican per 1,000 on the island after they are cleared of the husks.

Coffee and cocoa are grown for local use, but little attention is paid to their cultivation. Small quantities of each are brought to the local market for trade.

Mangoes and bread fruit grow without cultivation where the seeds have been thrown out.

Excellent pineapples are grown on a few plantations and a few are exported.

Bananas grow almost everywhere.

Scarcely any cotton is grown, except the wild tree cotton, which is of no use for spinning.

A wild lemon, as well as the pomelo, grows in the mountains, and probably a cultivated one of good quality would grow equally as well. Some other fruits are grown or grow wild in small quantities.

On each plantation cloth is spun and woven by the women on hand looms. Several fibers are used alone and mixed, as abaca, pineapple, etc. This is about the only manufacturing on the island.

Cattle.—Most of the labor on the plantations is done with the buffalo. The ordinary ox is used for the saddle or to draw the native carriage, even in the villages. He is much quicker in his movements, but not as heavy and stout as the buffalo.

Rinderpest.—On the east coast the rinderpest is very prevalent and many cattle and buffalo are dying daily. On many of the plantations the work in the cane fields is practically at a standstill for lack of animals to do it. The disease is rapidly spreading to the interior of the island. The army surgeons have supplied some material for inoculation, but were short of syringes. Apparently very little attention was given the burning or burying of the bodies, and in some cases they were skinned before being buried. Often they were buried so shallow that the dogs dug them out. At Iloilo so many had died that there were not enough left to handle the freight, and it was a very common sight to see men drawing loaded carts. If these cattle had been properly inoculated before they were actually sick, probably nearly all would have been rendered immune to the disease. It would need close foreign supervision all the time to make inoculation effective.

Locusts.—Locusts are very numerous in certain sections this year. How many broods there are a year or how long the eggs require for hatching could not be learned. Their great numbers are largely due to cutting or burning the forests and then allowing the ground to grow up with grass and weeds; these waste places are where they hatch in such large numbers. In several of the places all the people were out driving the young ones into pits before they were able to fly. In this way they caught bushels of them. One planter had some dry diseased ones, with which he was going to inoculate some of those on his plantation. They will not eat abaca, tobacco, cotton, nor the castor-oil plant.

TRADES.

In the latter part of 1901 an investigation, under the direction of Mr. R. P. Gleason, supervisor of industrial education, was made into the trades of Manila with a view toward gaining an idea of the tools used, the quality of work done, and the wages paid, in order to judge of the degree of advancement made in various lines of industry here.

The following trades were studied:

Mechanical drawing, carpentry, cabinetwork, wood carving, saw and planing mills, masonry, plastering, wall decorations, house and sign painting, plumbing, tinsmithing, pattern making, foundry and machine-shop work, harness and carriage making, carriage painting, printing, the manufacture of musical instruments, bamboo and rattan work, clay modeling, die sinking, tailoring and rope making—a list of 25 industries.

These questions were kept in mind during the investigation: "Do the Filipinos control these industries?" "If not, who does?" "Do they do the best or the higher class of work?" "Who does the best work if the Filipino does not?" "What wages do they earn?" "Do they make good artisans?" "Can they ever become the masters industrially?" "Are they faithful and industrious and to be depended upon?" "Do they work well with those of other countries?" etc. The kind of tools used and methods employed were carefully observed. A list of places visited was kept, with a record of the work done at each.

Drawing.—Work in mechanical drawing by Filipinos is found in several different places in the city, and of several different kinds.

Map drawing, both copying and working from field notes of surveys, was found in the office of the city engineer, the mining bureau, and the weather bureau. Besides map work in the weather bureau, there is much work done in platting results to represent graphically the data gathered by the bureau. Observations are made to a large extent by Filipinos, and their work in drafting is well done. In such work they excel in detail, make excellent copies, and do beautiful lettering.

One fault found with them was that, in completing a drawing, if some error

had been made in it, they would often try to cover it up by stretching a line here or an angle there.

No originality of consequence could be observed, but they have been taught only to copy, so no more can be expected of them, and what the Filipino has been taught to do in this work is well done.

To remedy their faults, it would seem that free-hand drawing should be taught in connection with drafting. Sketches could be made of natural forms, and work in design could be given, calling for use of these forms, both natural and conventional. Mechanical drawings from measurement of machine parts could follow work in orthographic projection of simple geometric forms. By drawing to scale from these forms and then working to scale in the shops from these drawings they would learn to build up definite mental images and so develop useful imaginations. This would help to give them that creative ability and originality the absence of which is so often noted.

At a silversmith shop were found working drawings done by Filipinos that were complete and very similar in form to designs for such work by American and European metal workers. Scenes of Filipino life and tropical foliage were worked out by the engraver in the metal from a working drawing.

Carpentry.—The tools are primitive, but the results obtained surprisingly good. Few American tools are used. An American saw of ordinary size was found in use at one place adapted for oriental usage by drilling a hole through the tail and inserting a large wire spike, so as to use 2-man power.

As a rule the Chinese do the carpentry work, though there are many Filipinos also who work at this trade. There are many Chinese contractors, most of whom, however, have an American partner. A few American carpenters are at work here at prices ranging from \$2 to \$3 gold per day.

The testimony of those Americans who have employed native labor seems identical—that the Filipino is unreliable when left without a supervisor, but that he has much manual dexterity.

One contractor who has had much experience in Central and South America and on the Panama Canal places the Filipino last in the scale as compared with the people of those countries. One great trouble is lack of responsibility. There are a few graduates of the old Spanish industrial schools who know enough of plans and working drawings to direct workmen from them.

One piece of house construction that is done by the Filipino is the raising and fixing in position of the posts that reach from the ground to the roof, as used in local construction.

If a Chinese contractor has the job, he makes the posts and then lets the contract to a Filipino to raise and put them in place at so much a post. The Filipino does not like the American scaffolding, and will only trust himself on bamboo tied with rattan, and they have been known to go so far as to replace at their own expense bamboo in preference to the scaffolding furnished them by Americans. Skilled workers get from 1 to 3 pesos per day; unskilled labor from 50 to 80 cents Mexican.

Cabinet work, wood carving, and musical instruments.—In cabinet work are found the Japanese, the Chinese, the Filipino, and the Spaniard, but with the Filipino in the minority. However, he is doing a high grade of work, as is shown by samples of carving, turning, polishing, and decorating. They are using the American tools, while the Chinese and Japanese use their own peculiar make.

The Filipino excels in wood carving, and there are many beautiful examples of his skill to be found in Manila, notably that at the church of San Ignacio, where we find much originality in the interior decorations. There are also many handsome pieces of carved furniture to be found in the native stores and private homes.

At the carpenter's shops a Filipino workman was seen designing and carving a back of an old chair, a part of which had been broken and lost. This particular piece of work called for an artistic and original design that should harmonize with the rest of the chair. The superintendent of the shops said that for work of that nature he should always choose a Filipino in preference to one of any other nationality.

In connection with the wood-turning work, a most primitive lathe was seen in one of the little Chino shops. A Chino was turning a fly wheel, some 4 feet in diameter, by means of a crank. In the groove on the face of the wheel ran a hemp cord a fourth of an inch in diameter, which was connected directly with the piece to be turned. Modern gouges and chisels were in use and good results were being accomplished, even though the work did stand still now and then as the rope slipped on the piece of wood.

On Calle Curvalle one can see the Filipinos doing most excellent work in making violins, guitars, mandolins, and other instruments. By their work in this alone they show conclusively that they have mechanical ability of no mean order.

Saw and planing mills.—The greater part of the lumber that is used for building purposes in Manila is ripped from the log by the Chino hand-power saw. These men average about \$2 Mexican per day for wages. There are, however, a number of steam-power mills, some with old-style machinery, others with more modern machinery, notably the one near the railroad station—Perez & Co. Here about sixty Filipinos are employed at prices ranging from 80 cents to \$1.50 Mexican a day. At this mill they prefer the Filipino to the Chino, for they say that the Chino is neither to be trusted nor depended upon, but that the Filipino is very reliable. Some of the latter have worked there for fifteen years or more.

The Chinese and Japanese do not seem to work well as a general thing with the Filipino, although in one Chinese mill a Filipino bookkeeper and foreman was found.

Masonry.—Nearly all work done in bricklaying is done by the Chinese. The Filipino mason receives about the same wages as the carpenter. Stone dressers get from 3 to 4 pesos per day.

Plastering and wall decoration.—Little plaster is used in interior work where it is seen. Cloth is used as a covering for the wall as a usual thing. This is cut and sewed the right size before putting in place.

In decorating the walls the Filipino is at home. He submits no design, but partly by the use of templates and much free-hand work the results are surprisingly good.

In their stencil work there are few patterns, with occasional variations.

Journeyman painters receive 1 peso a day, decorators 50 cents to \$2 Mexican.

House and sign painting.—Some curious instances were heard of regarding the Filipino as a painter. It is said that when the San Sebastian church was built the contract for the painting was let out to natives by the day. They erected some 25 feet of bamboo scaffolding and painted to the top of it, then erected 25 feet more scaffolding and painted to the top of that, and so on until the church was completed. The results were of course poor, as the part first painted was spattered from one end to the other. Painters receive from 60 cents to \$1.25 Mexican.

The Filipino is deliberate in his work, as we all know. One contractor said that an American painter on interior work will do as much in the same time and also much better work than 10 Filipinos. In one American sign painter's shop about 7 native boys were at work. They do good work but, "can not be depended upon unless closely supervised."

In other shops the testimony was about the same.

Plumbing and tinsmithing.—Plumbing is a new industry to the Filipinos. A good sanitary condition is an unknown thing, or rather was unknown until the American occupation. This is a trade that even the Chinese have not taken up to any great extent, for it is as unknown in China as it was in Manila.

There are three American plumbing establishments besides that at the quartermaster's shops.

The cost of plumbing is much higher here than in the States, due to the great scarcity of skilled labor and the high price of material.

Here is some testimony from those employing Filipinos:

"The native will never be able to do more than the cruder class of work."

Another says: "Patient, careful training will make the native at least an ordinary, if not an efficient, workman." Still another says that "They are not reliable, faithful, or honest in their work. They will stay until they get a few pesos, then fail to appear until their money is spent." They seem to need constant watching and supervision or they will destroy both their tools and their work. In some ways this is not strange, for the average American who employs such help does not like to spend his time instructing his men.

There are a number of Chinese tinsmithing shops here where a general tinsmithing business is being done. There are a few native tinsmiths who are doing fairly good work at wages ranging from 80 cents to \$2 Mexican per day, the majority receiving 1 peso.

Blacksmithing, pattern making, foundry and machine-shop work.—The largest blacksmithing establishment was found at the quartermaster's shops. Here a score or more Filipinos were seen forging and welding the various articles necessary for such a shop. In many cases the work was of quite an intricate nature, but it was well done. A Filipino is in direct charge of this shop, and, according to the master mechanic, is capable and competent. The workmen are

very slow and deliberate; the blows struck by their hammers are of little force, with the result that all operations required more time than was necessary. One incident occurred at this place which gave an opportunity to learn how the different peoples were considered by those in authority. The Filipinos were marched out of one gate and those of the other nations from another. The Filipinos only were stopped in order to undergo an examination to see that no tools or materials were being taken away.

There is very little pattern making in Manila, but at the shipbuilding plant at Cavite considerable molding and casting were being done by natives. The results were good. The superintendent there said that "as long as they were watched and directed the work would be well but slowly done, but without constant supervision the results were far from satisfactory." He has an assistant who has been working for the firm for many years, and he described him as faithful, competent, and industrious.

In the machine shops many Filipinos are employed and doing good work if supervised. At the shops of the Earnshaw Brothers about 800 are listed as being employed there, but 500 is the largest number ever available, and usually about 400 are at work. Of this number 10 receive 3 pesos a day, but the average is 2 pesos. These wages are just twice what they were three years ago.

On Saturday the men receive their weekly pay, and on Monday scarcely half enough appear to do the work. By Tuesday or Wednesday most have returned. One of the foremen there says that "they are good for absence." At other places many natives were seen at work making both simple and complicated pieces of machinery. They do not seem to be successful in working here with those of other nationalities.

Carriage, harness, and painting industries.—The Americans, Spaniards, and Filipinos control these industries, with Filipinos in the lead. These are industries in which Chinese take no part.

In many of these shops most skillful work was seen. The tools and appliances used are old and crude and the methods slow. Many of the conveniences deemed necessary in American shops are lacking here, and all work is done by hand.

The Filipino is doing much work in leather, and there are a number of harness shops. They seem to do good work in painting, following the methods usually prevailing in the States. Salaries here range from 20 to 40 pesos per month, according to the skill required. Foremen command 2 pesos per day. Natives who employ labor complain that wages have doubled since American occupation.

Printing.—Filipinos are employed entirely to do the mechanical work in the printing offices of the city. The Filipino typesetter in the American offices simply follows copy. He knows nothing of the matter he sets up, but simply follows the typewritten copy word for word and letter for letter, and, considering the fact that he does not understand what he is setting up, he makes very good time. The "stick" that he uses holds but one line of type, consequently much time is lost in "dumping" each line. Notwithstanding these handicaps, the native typesetter averages about 400 or 500 ems an hour.

Most of the type cases in use are the old Spanish style, and the presses range from the old Spanish hand press to the latest high-speed Miehle. Between them the printing press products of nearly all countries are represented.

Filipinos are employed exclusively in the press room as press feeders, but require an experienced foreman, for they can not make repairs if anything goes wrong with the machinery.

All the Manila offices make their own printing rollers, Filipinos doing the work.

Since American occupation the wages of native compositors, press feeders, and bookbinders have been nearly doubled. The Spanish and Filipino offices pay the old wages, ranging from \$4 to \$8 a week. First-class compositors receive the latter amount, while binders and feeders receive less. The American offices pay from \$4 to \$8 gold a week, and require about nine hours' work each day.

Bamboo and rattan work.—In regard to bamboo and rattan work, relating to chairs, baskets, etc., it was found that practically all of the shops visited had none but Chinese workmen; in fact, not one native was found, although undoubtedly such are engaged in this work somewhere. Many of the articles were imported from China.

At Bilibid prison information was given that this class of work was performed by the natives, and the samples on sale seemed to be of better grade than those seen in the stores of the city.

The natives are trained from childhood to work with these materials, and it is undoubtedly the one thing in which they excel. One sees the necessity of all

this upon examination of their houses, fully constructed throughout without a nail being used.

Clay modeling.—There are a number of Filipinos who are working in clay in connection with painting. Bas-relief forms are modeled on plaques. These are painted, and on the background are depicted native scenes.

Wax is also found in place of clay in many instances. Wood is the material that the natives prefer, however, and, as mentioned above, he does much carving that would do credit to one of any country.

Die sinking.—There is some work in die sinking and cutting, but it is quite limited, and as a general thing the facilities are poor.

Tailoring.—The estimated number of tailor shops in Manila is about 400, a large proportion of which are controlled by Filipinos. Wages range from 50 to 60 cents per day for men and women.

Rope making.—Near Tondo Market one can see the native rope maker at his work during pleasant weather. The hemp is twisted into strands and then into ropes of varying sizes by hand power on a very simple, and to them, apparently, a very satisfactory machine. To a novice the ropes looked well made, and the men, while they did not appear to be overworked, were industrious and attended strictly to business.

In summing up, the consensus of opinion of those who gathered the foregoing information was that few natives were in control of the leading industries, and that while they were doing at the present time much of the rougher class of work, with careful and patient instruction they were capable of better things; that there was much latent mechanical ability, and in time they could rise and take their places as leaders, not immediately, not in the near future, not in one generation, but they have the qualities in them to do the work. They are slow, take life leisurely, putter over their work, and lack responsibility. That, however, is not strange, considering the climate. They no doubt do lack the energy to do the work, but also lack the knowledge. Their thoughts and their natural ability have not been trained to do things. With knowledge to do, ambition may be aroused, and the results, it is hoped, may be such that in time the Filipino may become, not the "helper" that he is to-day, but the leader in all industrial enterprises that will help to put this archipelago on a higher plane.

In October, 1901, circulars were sent out to all division superintendents and their deputies, asking for information regarding the status of the industries of the different provinces at that time. This was done with a view of assisting the department in laying out courses of work in the trade schools that would fit into the industries of the various parts of the archipelago.

Owing to the difficulties in getting about, and the great amount of work necessary in establishing the many English schools, it has been impossible for all to make reports, but enough have been received to give a good general idea of the conditions as they exist at the present time.

The ravages of war have prostrated many industries that flourished in times past. Rinderpest, that dread cattle disease, has done its share to ruin many to whom cattle raising was of the greatest importance. On the island of Masbate alone the number of cattle has been reduced in the past year from between 100,000 and 150,000 to about 5,000 head. The same conditions exist also in other parts of the archipelago.

In the interior of all the islands there is little industrial civilization, except that brought in by the foreigner. Crude, makeshift tools of all kinds and descriptions are found, and methods in vogue centuries ago are still the only ones known to them now. In fact, away from the seaport towns the Philippines are practically still in a state of nature.

There is a great amount of excellent rich land, which under proper cultivation would grow almost any tropical product, but as one man expressed it regarding the tobacco crop, "They trust to the Almighty to not only raise it, but cure it as well." And this remark applies to all crops. There are exceptions to all rules,

but generally speaking the Filipino lives only for to-day, and it is not surprising. In a land where little clothing is required and where food grows without cultivation there is not much incentive for the average person to work. With a bolo and the bamboo which grows on every side the Filipino can not only build himself a house, but he can furnish it as well, scant though that furnishing be; make his head gear, pipes for carrying water, baskets, spoons, fishing traps, bancas or canoes, and many other things which his simple needs demand. Bamboo leaves are also used sometimes as an article of food. This, with the many fruits that grow with no cultivation and the fish that abound in the water, satisfies the great majority of the people.

The consensus of opinion seems to be that with proper guidance and with modern tools and methods the Filipinos could develop into a race of artisans and agriculturists. This would do much to put the islands on a higher plane than they are at present. Many do beautiful work, and while as a rule it is a copy of that done for generations past, it is new to us and the workmanship is excellent. The beautiful fabrics of jusi, piña, and sinamay are entirely made by the Filipino women and are a source of great revenue in certain localities. Those of Iloilo, on the island of Panay, are most noted for their fineness and beauty, as are the woven mats, or petates, of Romblon. The finely woven hats of the province of Bulacan and Pangasinan all testify to the manual dexterity of the Filipino, as the weaving of mats, bags, and baskets, the spinning of the thread, and the making of the beautiful cloths testify to the manual skill of the Moro women of the south, and the work in steel in making bolos and carving of the handles of the same by the Moro men.

In Manila one can see most exquisite work in wood carving and in the making of musical instruments. They excel in light work where great patience is required, but for the heavier grades of work they are of little account. The Chinese are the ones who practically control the labor situation. They are to be found in every manual occupation. They are faithful, work daily, Sundays, holidays, and all times, if need be. Nothing seems to daunt them. They are ingenious and grasp and apply any idea or suggestion with the greatest alacrity. They control many of the mechanical industries; the Filipino but few, except in the interior.

One of the industries of the greatest importance in Manila is the manufacture of cigars and tobacco. In that city alone there are fully 50,000 Filipinos employed, their output being something like 5,000,000 cigars in a day. A few Chinese and some of other nationalities are employed, but their work is of an inferior class to that of the Filipino.

Wages have almost and in many cases have more than doubled since American occupation. In Manila the following wages are paid at the present time: Skilled wood workers, \$1 to \$3, Mexican, per day; unskilled, 50 cents to 80 cents, Mexican; sawyers of lumber, \$2, Mexican; stone dressers, \$3 to \$4, Mexican; house painters, 60 cents to \$1.25, Mexican; tinsmiths, 80 cents to \$2, Mexican, majority \$1, Mexican; carriage makers, \$20 to \$40, Mexican, per month, according to skill required. In printing, the Spanish and Filipino offices pay wages ranging from \$4 to \$8, Mexican, per week, while the American offices pay the same amounts in gold, or double that of the Filipino and Spanish offices. Tailoring, 50 cents to 60 cents, Mexican, per day. Cigar makers are usually paid by the piece; those working in this way can make about \$15, Mexican, per week. A great many, however, earn about \$5, Mexican, per week. Outside of Manila the wages are considerably lower, especially away from the seaport towns. Common laborers receive as low as 10 cents, gold, per day; skilled workers, 50 cents, gold.

Whether or no the Filipino will ever become the master of the industrial situation depends very much upon what he himself is willing to do to overcome his

inborn inertia. One of the most baneful effects of the Spanish occupation is the idea that hand work is degrading. The desire to occupy some position where it will not be necessary to soil either his hands or his clothes seems to be the great ambition of a large majority of the Filipino race. The prejudice against manual labor must first of all be overcome before it can make any great advancement.

At present, after three hundred years of training in the Spanish school of life, the testimony seems to be that the average Filipino is neither industrious, faithful, or to be depended upon.

Industrial schools will do much to change all this, it is hoped, and with examples of what an energetic race of men and women are accomplishing already, with the introduction of new tools, new appliances, and modern machinery, new ideas will be developed, the land will be cultivated, and this body of people will come forth to play their part in the great struggle for life.

XVIII.—SCHOOL BUILDINGS.

One of the great handicaps in the work at present is the lack of suitable school buildings in many of the towns. During the late insurrections and wars many substantial buildings were partly or wholly destroyed, and in the majority of cases have not been rebuilt, but, instead, replaced by those of a temporary character.

In answer to a special circular letter sent out to the teachers, a detailed report on the school buildings was made, from which it was possible to gain accurate information on the condition of each schoolhouse. The estimated number of school buildings is 1,500, many built of stone, but the larger number of wood and nipa. For a time some schools were conducted in convents, but this practice in general was discontinued on the recommendation of the civil governor, in order to avoid any harsh feeling between church and civil authorities. There are, however, some schools still held in the convents on the express invitation of the local priests.

Often times the buildings are used for other purposes—as the presidencia or other office, as a dwelling, or even a store. The practice obtained under Spanish rule of using the schoolhouse as the home of the teacher and his family, a custom that has been set aside now with the idea of raising the dignity of the school building.

The schoolhouses are in various stages of equipment; some have received the modern American desks which recently arrived, others are fitted with rather crude, but serviceable, Filipino desks, and still others have nothing but a few bamboo benches for furniture. The floor space varies from 160 to 3,000 square feet, and the amount of blackboard surface from none to 600 square feet. The buildings contain from 1 to 8 rooms, and in general the conditions of light and sanitation are good, but the state of repair generally only fair, frequently poor, and in many cases bad.

This matter of suitable schoolhouses is now claiming serious attention. The general superintendent has made urgent recommendation that a construction fund be provided by the insular government, with the idea of helping the great number of deserving municipalities to a certain extent rather than aid the few entirely. The Bureau of Architecture is now ready to draw up plans from specifications forwarded by the municipalities through the division superintendent and approved by the general superintendent.

Activity on the part of the towns in providing suitable schoolhouses is on the increase, and when these municipalities are on a firmer financial basis more is to be expected. Furthermore, with the withdrawal of the soldiers from various towns which have come under civil régime, where their services are no longer needed, the number of satisfactory buildings for school purposes increases.

XIX.—HOLIDAYS, VACATIONS, AND SCHOOL SESSIONS.

The school year in Spanish times was from six to twelve months, according to the locality. School sessions varied from three to eight hours, and vacations came at all times of the year.

After a consideration of the local conditions peculiar to each province, uniformity in the periods of vacation was found impracticable, and the matter, with certain general regulations, was left to the individual division superintendents to decide. These regulations were:

1. The school day shall be divided into a morning and an afternoon session, and shall not be less than five nor more than five and one-half hours, one of which shall be spent in daily instruction of the Filipino teachers.

2. There shall be allowed fourteen weeks' vacation each year, two of which shall be the usual Christmas vacation.

3. Of the remaining twelve vacation weeks all may be given consecutively, but eight must be.

4. There shall be no more than three vacations during the year, one of these being the Christmas vacation.

In addition to these regular vacations, the following holidays have been established by act of the United States Philippine Commission:

	In 1902.
New Year's Day	January 1.
Washington's Birthday	February 22.
Holy Thursday	March 27.
Good Friday	March 28.
Independence Day	July 4.
Occupation Day	August 18.
Thanksgiving Day	November 27.
Christmas Day	December 25.
Rizal Day	December 30.

In addition to these, the following church fiestas, or such of them as are considered advisable, may be observed as holidays by the schools of these islands:

	In 1902.
Epiphany, or Three Kings' Day	January 6.
Purification of the Blessed Virgin	February 2.
Ascension Day	May 11.
Corpus Christi Day	June 1.
Assumption Day	August 15.
All Saints' Day	November 1.
Conception of the Blessed Virgin Mary	December 8.

Suggestions as to the list of church days were invited from the division superintendents and such changes recommended as might accord better with the customs of their provinces.

XX.—LEGISLATION—NECESSARY ADDITIONAL ENACTMENTS.

Since the passing of the school bill additional enactments have provided for the increase of the number of school divisions to 18 (act 180), the appointment of deputy division superintendents (act 232), and the appointment of teachers for secondary instruction (act 373).

Further legislation is now necessary to provide for the supervision of private schools, to frame a compulsory school law, and to grant additional power to division superintendents over the expenditure of the portion of the municipal revenues which is for school purposes.

Since the coming of the Americans private schools have sprung up like mushrooms. Within ten months, since June, 1901, 29 new ones have been opened in

Manila alone. There are three classes—parochial schools, branches of the Liceo de Manila, designated as feeders to that institution, and primary and secondary schools established by private parties on their own accounts. All of these are patterned after the old order of things, and are teaching either Spanish or the vernacular. The popular demand for English has compelled many of them to make a show of teaching a little of it, but it is generally being attempted without English teachers worthy of the name. The curriculum of these schools, especially those of a primary grade, should conform to the course in the public schools, but with full latitude in matters of religious instruction; and the inspection of them should be made to the extent of seeing that they are schools in fact and not in name only.

The general superintendent has, therefore, recommended that section 25 of act 74 be amended by adding thereto the following:

But these shall be under the control of the general superintendent of public instruction and the division superintendents.

A study of the supervision of private schools in various parts of the United States shows that such is considered necessary, even amid the most favorable educational conditions.

The object of the supervision should be to raise the standard of these schools and get them in line and harmony with the general educational movement. If this is done, these schools are to be welcomed and encouraged; if not so regulated, they are a very positive menace to educational advancement.

The supervision of private schools will insure a general standard of excellence in all of the schools of the islands, and incidentally will make it possible to have a compulsory school law of real worth.

A compulsory school law is a necessary thing for any country where the purpose is to secure general education. Twenty-nine States and two Territories in the United States have passed such laws, defining the ages to which the laws shall apply, the annual term of school attendance, and the penalty imposed upon parents and guardians for violations.

To attempt general education here without such a law would presuppose a greater interest in education than exists in the most cultured nations.

The general superintendent has recommended that the Commission empower the presidentes of the pueblos to compel attendance by proclamation on the advice of the division superintendents (who would not give such advice unless there were sufficient school accommodations). This law should require attendance at some authorized school of all children between 6 and 12 years of age. It should by no means limit the attendance to the public school. It should make special provision for servants within this age, compelling their attendance but a portion of the regular time. Only where the municipal authorities are in sympathy with such a law can it be successfully enforced. The division superintendents have recommended it, stating that many presidentes were willing to pass such a regulation were they so empowered.

In a few cases compulsory-attendance regulations have already been enacted by municipalities eager to push educational interests. This action is as yet hardly constitutional, yet has effected its purpose.

In the matter of expending the money set aside by law for school purposes division superintendents have met with difficulties. As the law at present reads, all initiative in expenditure lies with the municipal council; and the division superintendent, together with the local board, although they take a deeper interest in educational matters and understand better the school needs, have only the power of recommendation. Division superintendents feel that they ought to have a more direct control of the funds which belong to their department, and it is

deemed necessary to give them some power of initiative. It might be well to make the deputy division superintendents members of their respective provincial boards.

XXI.—PRESENT PLANS FOR FUTURE DEVELOPMENT.

It is of vital necessity now, after these people have been given the means of a rudimentary education, that something higher should be held out to them. The movement would be only too certain to end in failure if, after the desire for education had been awakened in them, there was nothing which we could furnish to satisfy it.

Grammar and high schools are therefore being established now, and a school of fine arts, music, and painting, a technical school, and a university are definitely planned.

The grammar and high schools, provincial institutions in nature, are opening in each province. The insular government furnishes the teachers and books, the provincial government the buildings and equipment. The curricula are to include advanced work in English, higher mathematics, Spanish, and Latin.

The school of fine arts, music, and painting, to be opened at Manila, is intended to encourage work in this line, in which the Filipinos have shown unexpected ability.

The technical school, with courses in mining, civil, and electrical engineering, is planned to prepare the young men for practical work in developing their country. At present there are but 120 miles of railroad in the whole archipelago, few good bridges, and numberless poor roads, many of which are mere trails, almost impassable. There are, furthermore, mineral resources, and opportunities for industrial growth by utilizing the innumerable mountain streams for power directly or converting their energy. A well-equipped technical school here, after the pattern of our Massachusetts Institute of Technology, will fill a great need in enabling the people to solve these problems.

A university finally completes the system, with an academic department, graduate school, and schools of medicine and law.

There are additional supplementary agencies planned in the way of reform schools and institutions for the deaf, dumb, and blind, and also a circulating library for the benefit of the teachers.

Thus from the primary institution to the university there is a logical system in which something higher is constantly offered until the highest is reached. The process of development is a steady one along the two lines of perfecting and completing the system of academic training by opening normal schools and higher institutions, and of increasing the scope and efficiency of the work by the establishment of special schools and supplementary educational agencies.

XXII.—EDUCATION OF FILIPINOS IN THE UNITED STATES.

In this system we must beware of the possibility of overdoing the matter of higher education and unfitting the Filipino for practical work. We should heed the lesson taught us in our reconstruction period when we started in to educate the negro. The education for the masses here must be an agricultural and industrial one, after the pattern of our Tuskegee Institute at home.

It is desirable to send certain Filipinos to the United States for the purpose of becoming acquainted with our methods, and of being able to apply them with advantage to their work here. The general superintendent has, therefore, asked each division superintendent to recommend a few especially promising Filipinos, whose names are to be submitted to the Commission for action. In the estimation

of the general superintendent it is preferable to send a small number, for perhaps two years' study, than a large number for a short time; and such will be the principle observed.

XXIII.—RELATION OF EDUCATIONAL WORK TO THAT OF OTHER DEPARTMENTS.

The department of education is in the unclassified civil service, and is regularly becoming a factor in matters not strictly educational. It is associating itself with the post-office department, in that many of the teachers have become postmasters for their respective towns; with the bureau of non-Christian tribes, for the teachers are making investigations for this bureau in their various localities; with the board of health, for many teachers are acting as members of local boards; and with the general government by taking part in the work of getting the census of the archipelago.

XXIV.—EDUCATIONAL POLICY.

The policy followed throughout is steady, slow going, careful, fundamental work, the fruits of which the future alone will bear; our hopes are centered in the new generation; no attempt has been made at display; nothing for which there was no need has been introduced into the system. As the educational wants of the Filipinos grow and their ability to assimilate the new substances likewise increases, they are supplied. The character of the work is entirely practical and utilitarian.

XXV.—EDUCATIONAL OUTLOOK.

The capacity of the Filipinos for education gives to our efforts the promise of permanent results. The change from fee to free schools has been an important one and a prime factor in arousing the interest of the people in education. And in this interest lies in great part the success of the movement. There is a desire for American teachers and schools everywhere; even political enemies have been friendly to the educational movement. The eagerness is shown not only by the children, from whom it might be expected, but also by the old people; and although part of this results from the novelty of the work, the greater part has a deeper foundation.

We must not, however, assume too much. Native dialects will continue to be spoken; but English will become the official language, the medium for the transmission of modern currents of thought—in short, modern civilization. Japan serves as a good illustration of this. And herein lies the justification of the present educational movement: A preparation both for the pursuit of practical life-sustaining occupation, and for the best of past and present civilization in literature, culture, and art.



3 9015 00835 6639

